# DOCUMENT RESUME

ED 118 705　　　　　　UD 015 747

TITLE　Reading: Activities that Work.
INSTITUTION　Virginia State Dept. of Education, Richmond. Div. of Elementary Education.
PUB DATE　75
NOTE　97p.; For Mathematics Program in Series, see UD 015 748; For Supplemental Skill Development Program Handbook, see UD 015 749

EDRS PRICE　MF-$0.83 HC-$4.67 Plus Postage
DESCRIPTORS　Diagnostic Teaching; Elementary Education; Grade 5; Grade 6; *Individualized Instruction; *Learning Activities; Parent Participation; Reading Ability; Reading Comprehension; *Reading Development; Reading Materials; Reading Programs; Reading Skills; Remedial Reading; Skill Development; Study Skills; *Underachievers; Vocabulary
IDENTIFIERS　*Supplemental Skill Development Program; Virginia (Richmond)

ABSTRACT

This demonstration project provides intensive instruction in reading and mathematics to selected fifth graders in the 1974-75 year and for selected fifth and sixth graders in 1975-76, in order to raise the reading and mathematics performance of underachievers to a level commensurate with measured ability. Aimed at the intermediate teacher in Virginia who is participating in the reading element of the program, this document contains reading activities that are the product of a combination of ideas from many school divisions, many classrooms, and teachers who have identified and shared teaching and learning experiences which they consider to be most promising in teaching reading. After briefly addressing program strategies, diagnostic teaching, teaching tips, and learning activities, six major sections focus on word analysis, vocabulary, literal comprehension, interpretative comprehension, critical comprehension, and study skills. The objective that a given activity will accomplish is stated for each category included in the sections. Some school divisions have developed both pre-and post-tests to accompany the entire set of thirty reading objectives. Although specific items matching specific objectives are delineated in the appendices, individual pre-and post-tests are considered to be needed for each objective to be used to test each pupil's existing level of development. (Author/AM)

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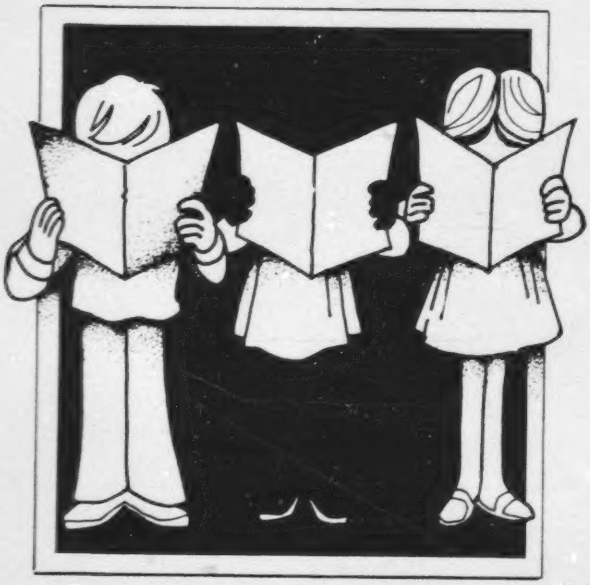
# READING:

## Activities That Work



## SUPPLEMENTAL SKILL DEVELOPMENT PROGRAM

UD 015747

Division of Elementary Education • State Department of Education • Richmond, Virginia 23216

# ACKNOWLEDGMENTS

Appreciation is expressed to the many educators in Virginia who have made this publication possible. In the spring of 1975 the Division of Elementary Education, State Department of Education, solicited teaching ideas, techniques, and strategies which local school division personnel had found effective with under-achieving pupils selected for the Virginia Supplemental Skill Development Program. Materials submitted by teachers were utilized to develop this teaching resource book of reading activities.

Appreciation also is expressed to members of the Supplemental Skill Development Program Committee who devoted much time and concentrated effort in the production of this resource book.

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# PREFACE

The Virginia Supplemental Skill Developmental Program, mandated by the 1974 session of the Virginia General Assembly, is a demonstration project providing intensive instruction in reading and mathematics for selected fifth-grade pupils in the 1974-75 school year and for selected fifth- and sixth-grade pupils in 1975-76. The primary purpose of the program is to raise the reading and mathematics performance of underachieving pupils to a level commensurate with measured ability.

This resource book has been prepared for the intermediate teachers in Virginia who are participating in the reading element of the Supplemental Skill Development Program, and also for other teachers who may benefit from the creative responses to teaching that have been generated. The resource book contains a combination of ideas from many school divisions, from many classrooms, and from many dedicated teachers who have identified and shared teaching and learning experiences which they have considered to be most promising in the teaching of reading.

This book is comprised of reading activities. A companion book for mathematics, entitled "Mathematics: Activities That Work," is also being published. It is hoped that the two books will prove useful to teachers in their efforts to meet the assessed needs of pupils.

## Program Strategies

The major theme of the Supplemental Skill Development Program is individualized instruction. This term is both pleasing and disquieting to most modern educators. Although there is virtually no professional educator who would not acknowledge the importance of individualized instruction, we have made only limited inroads toward achieving it in actual day-to-day classroom experiences—perhaps because our understanding of what the term means is somewhat vague and our knowledge of how to bring the term to life in the classroom is even less well developed.

Individualized instruction does *not* require a one-to-one relationship between a teacher and a pupil—that is, a tutoring situation. What it does require, however, is that every child be taught in a manner that is both appropriate and adequate for him.

Appropriate instruction exists when learning experiences are neither too difficult nor too easy. Learning is developmental. In the earlier years of one's life, there are many sequences and subsequences in cognitive, affective, and physical development which are "staged" to the point that one cannot reach given levels of development before others have been accomplished. Learning to read is "developmental" to a greater extent than the acquisition of certain other skills. It is essential that reading instruction be provided from a developmental point of view.

The first essential of individualized instruction, then, is that learning experiences be appropriate for pupils—within the pupils' grasp and yet challenging.

The second essential of individualized instruction is that instruction be sufficiently intense "to stick." Many of us who teach are guilty of what can be called "subway teaching"—that is, of taking students in at the beginning of the year and letting them out at the end of the year on a schedule *we* set. Our schedule may be compatible with the growth schedules for some children. For others, our schedule may not fit at all. It may be too rapid for slower learners—too slow for brighter ones. By the time most children are eight or nine years old, their rate of development as learners has been established. It is not subject to pronounced change. The teacher, who wishes to individualize instruction, should make every effort to discover each child's developmental "dreambeat" and give up forever the impossible dream that we can have any one drumbeat for all. Also, we must realize that whereas the general pace of a child's learning may be apparent, there are periods during which he may be more rapid in his responses to that which he is learning than others. One particular skill may be more difficult for him to acquire than others. Therefore, we should not set a schedule for all children in a group; also, we should not set a schedule for any one individual. Sensitivity to each child's current growth patterns and flexibility in adapting to them are fundamentals of effective instruction.

It is more important that a child learn well what is taught than that he cover a certain number of pages or that he complete a certain number of units. For example, in the instance of the Supplemental Skill Development Program, it is more important that each child master several skills which he had not mastered when he entered the program than that he be given casual instruction in all thirty skills.

Individualized instruction can take many forms. There is no one type of classroom where it is most likely to be effectively developed. At times, individualized instruction has been equated with non-gradedness. It has been associated with the concept of open schools, while it has also been identified with the systems approach to education. More than being a particular methodology or instructional system it is a way of organizing for teaching. At the heart of it is the intent to help each individual child become a "maximized learner." How this assistance is rendered may range from procedures that allow the child considerable freedom to those which are highly structured.

The most important physical dimensions of individualized instruction are that there be a variety of materials available and that the classroom setting allow some children to be engaged in one activity while other children are engaged in other activities. It is not necessary that each child be involved in a separate activity at all times. In some classrooms there is emphasis upon individual activity for the sake of individual activity—perhaps at the expense of, rather than for the sake of, individualized instruction. The fact that each child is doing something different does not insure that each child is receiving instruction that will maximize his growth. Nevertheless, a teacher who individualizes instruction should have available a variety of materials supporting each skill to be developed. In applying these concepts to an individual child, it is important that

John or Mary or Tom be able to read the materials which are to be used. It is also important that alternative teaching strategies be available so that when one technique or activity does not "do the job" or is insufficient, there is another readily available.

Learning centers have become popular as a way of providing for individualized, independent, activity-centered instruction. They offer uniquely personal experiences for pupils and have the advantage of giving immediate feed-back. Also, activities provided can be addressed directly to very specific objectives. Some pupils, however, are not so self-directive as others and may lack the self-discipline to profit from learning centers to the extent that others can. Therefore, learning centers are recommended more often as a suggested teaching-learning technique than as *the* primary one.

In recent months educational games have been "bursting out all over" in elementary classrooms. The use of games is another evidence of the national search to "involve" pupils individually in learning experiences—and of the movement from teacher-centered classrooms to child-centered classrooms. Teachers are "into" the creative-teaching—involvement-learning in countless ways as the traditional classroom is "opened."

When individualizing skill-development programs, we should consider carefully our choices of instructional procedures and, regardless of the appeal of any one type of activity or another, select it for use only if it is purposeful (purposes may be affective or cognitive), if it can be accomplished by the pupil with his own skills, and if it can be completed within reasonable time limits.

Individualized instruction does not, and indeed should not, result in each child's working independently continuously. Although independent activities are desirable, pupil partners can be helpful to each other, and members of small groups or teams can be helpful to one another. Whole-group instruction also provides settings for many types of desirable interaction among pupils.

The current movement to activate instruction does not imply going from all that is traditional to completely new types of classroom environments. The learning-center-game-activity movement provides additional alternatives—wider options—increased opportunities to make learning experiences fit the child. Used with discretion, these experiences can help classrooms come alive with teaching that touches each child individually.

In individualizing instruction, we must take into account the ways in which individual pupils learn best. Learning and cognitive styles as well as modalities differ widely. Learning styles include such constructs as preference for structure or freedom, for a variety of experiences or longer projects, for creative activities or carefully prescribed ones, and the like. Pupils also differ as to cognitive styles. Some pupils are literal thinkers; some, more conceptual in their approach to problem-solving. Sensory modalities affect the effectiveness of various learning activities since some pupils respond more readily to visual input than auditory. Still others learn best through the sense of touch. (The Chinese proverb "I see and I remember, I do and I understand" applies to many children). The possible complexities resulting from any one individual's constellation of learning and cognitive styles and preferred modalities are vast. They should be accommodated to the extent possible. A diagnostic "awareness" of each pupil will provide behavioral clues to how he or she learns best—and therefore to the types of learning experiences most likely to maximize his progress in skill development.

Beyond all cognitive considerations in importance are the pupils' interests. Motivation is the "prime mover" in learning. The "involved" learner, the "want to do it" learner, the "I" learner succeeds even when cognitive indicators suggest he can not. The goal of the individualized instruction is to provide learning experiences that are not only cognitively comfortable and sufficient for the learner, and allow for his preferred approach to learning, but would also appeal to him personally.

## Diagnostic Teaching

The more a teacher knows about a pupil, the better instruction can be individualized. The teacher must have diagnostic insights upon which to base instruction if it is to be keyed to individual needs.

Formal diagnosis of the nature of each pupil's specific difficulties and exploration of the causative factors that have contributed to them require individual, in-depth case studies—including the use of a variety of sophisticated techniques and procedures. If a teacher is not trained as a diagnostician, the services of reading specialists, psychometricians, and/or other professionals should be sought for any pupil who persistently fails to respond to instruction provided.

Diagnostic teaching on the other hand, is needed in every classroom and becomes a reality when a teacher studies every pupil as a learner and sees him or her in relation to the skill "to be learned." The "diagnostic" teacher asks—

What can this pupil do?

What are specific skills in which he is deficient?

What can be done to make instruction more productive for him?

Are there any causes of his problems which can be removed?

In defining a pupil's needs and limitations, questions to be answered are—

What is the pupil's reading level in terms of the school's reading program? (Which materials are appropriate for him?)

To what extent has the pupil developed effective reading skills at that level? (Is he growing evenly as a reader, or are there specific deficiencies?)

To what specific kinds of instructional activities does the pupil respond most readily? (What are some of his cognitive characteristics as a learner?) What are this pupil's interests? (What topics or kinds of tasks "turn him on"?)

There are several principles of both formal diagnosis and diagnostic teaching which should be recognized.

1. All diagnostic data are subject to error, so all resulting decisions should be tentative—to be validated as the child responds to learning experiences provided for him.
2. Diagnostic study of the pupil should be continuous—with new data always welcomed and present understandings about the child subject to both amplification and modification.
3. Instructional decisions concerning the child should be based on both objective and subjective data. Test scores alone do not provide sufficient data for comprehensive diagnostic understandings.
4. Diagnostic insights are valuable only if they result in more effective instructional decision-making. Study of the pupil should result in more well-designed instruction.
5. Although causative factors are important, pragmatic instructional decisions should not be delayed if causes are not apparent. Most children can learn to read if learning tasks are clearly defined, and are approached in small enough steps for the pupil to sense that mastery is possible.

Many kinds of techniques and tests are helpful in diagnostic assessment of a pupil. Both formal and informal tests are valuable and should be readily available. Especially helpful are both the placement and progress tests that accompany most basal readers. If a pupil is assigned to any basal series, the tests accompanying that series should be used as an integral element of his instructional program.

Informal reading inventories based on the school basal reading program are also needed—as well as informal reading vocabulary tests. Additional placement-type tests have been developed by some school divisions to accompany basal programs.

When a pupil's general placement (instructional level) has been determined, his development in each of several specific skill areas can also be evaluated by direct, task-oriented testing. Task-at-a-time criterion- or skill-referenced tests can be made by the teacher to test the pupils' mastery (or lack of mastery) of any specific skill. A collection of specific-skills criterion tests should be developed. Some schools and some school divisions are building series of such tests for the teacher's immediate use. They are extremely valuable in helping the teacher keep his fingers on the "pulse" of the pupil's progress. Tests representing samplings of the pupil's ability to complete many kinds of tasks enable the teacher to test—teach—test—teach so that there is constant "direction" of instruction by the child's actual performance rather than by the teacher's perception of it.

Some school divisions have developed both pre- and post-tests to accompany the entire set of thirty reading objectives. The State-level criterion tests are survey tests, sampling mastery of the stated objectives. Although specific items matching specific objectives have been delineated (see Appendices 1 and 2), individual pre- and post-criterion tests are needed for each objective to be used to test each pupil's existing level of development.

Record keeping is vital in group diagnostic activities. First, results of the statewide tests can be recorded for individual pupils, item-by-item if desired. (See Appendix 3). Then, on-going records of each child's progress toward meeting each objective can be kept. (See Appendix 4). Finally, a total class record of each child's mastery of skills can be used. (See Appendix 5).

Effective management strategies are required if individualized instruction is to be realized in diagnostic and prescriptive teaching. Weekly (even daily) management sheets for teachers are essential in keeping the class "in order"—so that each pupil's tasks are clearly in focus and activities assigned can therefore be directly selected to contribute to his needs. (See Appendix 6). Pupils themselves usually profit from being fully aware of what is expected of them. Weekly pupil contract plans outline tasks clearly and also help pupils assume responsibility for their work. (See Appendices 7 and 8).

If mastery tests are given and a pupil evidences lack of mastery, he should be given additional instruction. If mastery takes too long, the pupil may move on to another objective and later be recycled to the "unmastered" skill again. If at any time a pupil evidences difficulty with a skill believed to have been mastered, he should be "recycled"—to revisit that skill.

Diagnostic teaching requires study of pupils, carefully planned instructions, and record keeping. Since diagnosis is "on-going," recycling should be integrated into the instructional program as needed.

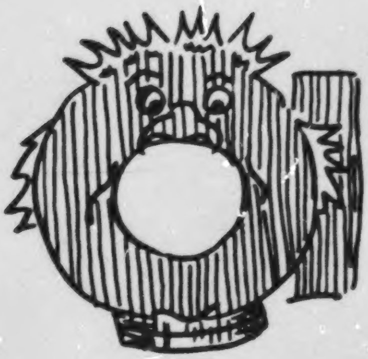
## Teaching Tips

Teacher enthusiasm is the keynote of success in any program. Knowledge of the program is equally important. No matter how much enthusiasm one has, a teacher can be successful only if he understands clearly the professional role asusmed, the goals of given programs being implemented, the materials available to carry out these programs, and ways to organize efforts so that they come to life in a classroom where living and learning are both pleasurable and productive.

Since the Supplemental Skill Development Program is an objective-based program of individualized instruction, goals have been clearly stated. To help the teacher bring together the structure of a systems approach and the excitement of creative classroom experiences, the following learning activities have emerged from the first year of the Supplemental Skill Development Program in Reading in the classrooms of Virginia.

The teaching activities suggested do not constitute a curriculum guide nor prescribe a complete instructional program. They are meant to be a resource file of "teaching tips" and instructional suggestions from which teachers may select those that are appropriate for any given child in any given learning situation.

# LEARNING
# ACTIVITIES
# SSDP



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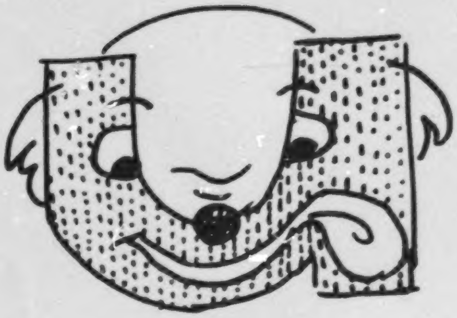

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# I

# WORD ANALYSIS

## I.A. WORD ANALYSIS

### OBJECTIVE

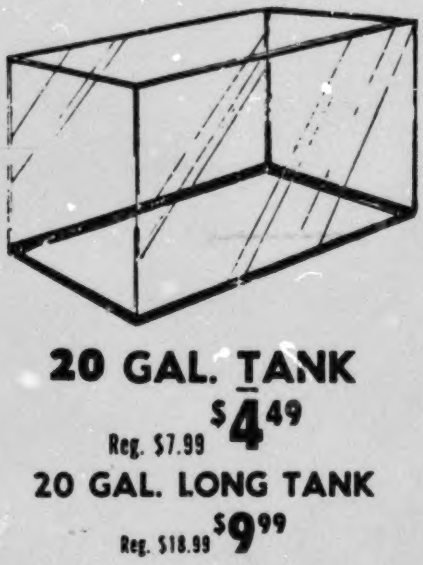
The student will be able to look at a picture of an object which represents a word beginning with a consonant sound and select from a list of words the one beginning with that same sound.

**Newspaper Fun**

After a new consonant sound has been introduced, have pupils look in the daily newspaper to find a picture of an object beginning with that sound. When a pupil finds a picture, have him cut it out and paste it on a sheet of paper. Under the picture he may write the name of the object in the picture and underline the initial letter.

When this activity begins with a skills lesson everyone needs, it is a group activity. By the time the pupils look for pictures in the newspapers, they can work as partners to find the pictures; or each pupil can work alone.

If time permits, pupils can circle five or more words in the newspaper that begin with the same consonant sound.



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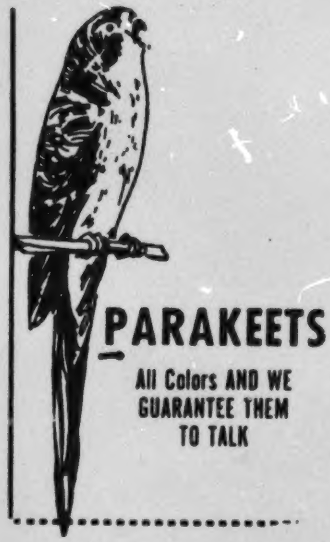


PARAKEETS

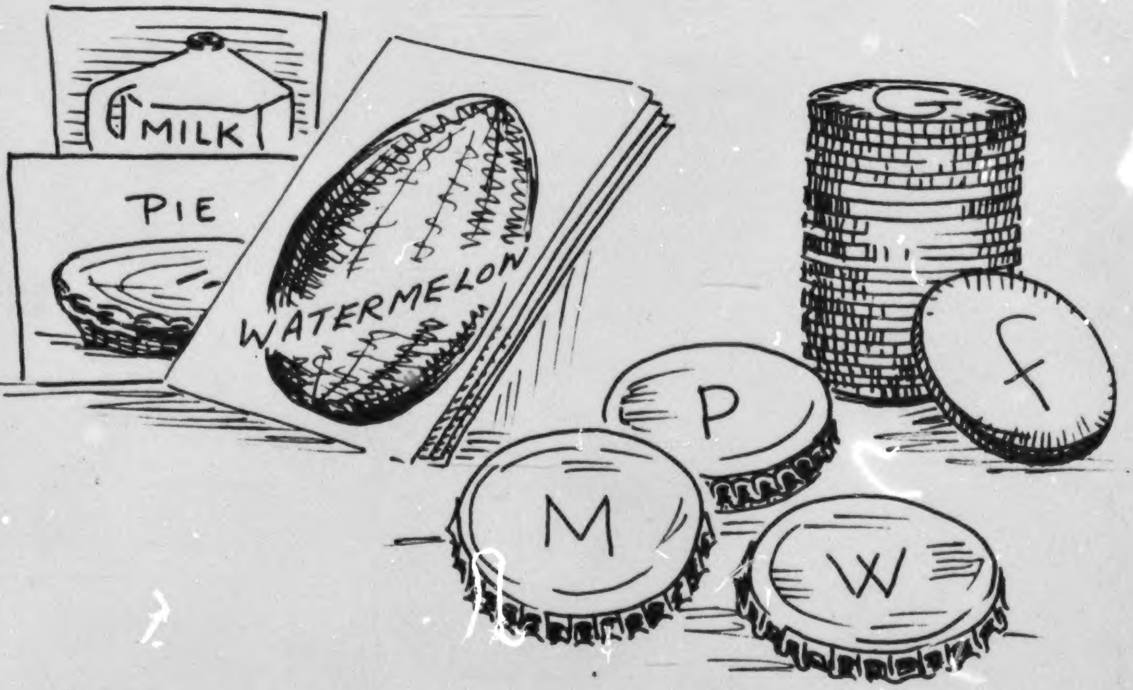
All Colors AND WE GUARANTEE THEM TO TALK

P- arakeets

**I.A.**

**Shopping for Sounds**

Many small cards with pictures of items found in supermarkets should be available. Each pupil is given a coin (larger buttons, poker chips, or bottle tops) with a letter on it. He can "buy" each item that he recognizes as beginning with his consonant coin. There should be the same number of items for each sound coin so that all players have an equal chance to win. The player who "buys" the most items wins.



**Riddles**

Riddles can be made up which are answered with a word beginning with the initial consonant studied.

The teacher can say:

I am thinking of a word.
It is something you can ride.
It is a b________.

**I.A.**

**Initial Consonant Wheel**

Draw a large circle on a spirit duplicating master. Then draw a small circle in the center of the large circle. Write the name of a sound in the small circle (/d/, /f/, /h/, etc.). Divide the large circle into several parts. Have pupils draw in each part of the circle a picture of an object beginning with the designated sound in the center circle and write the word for the picture.

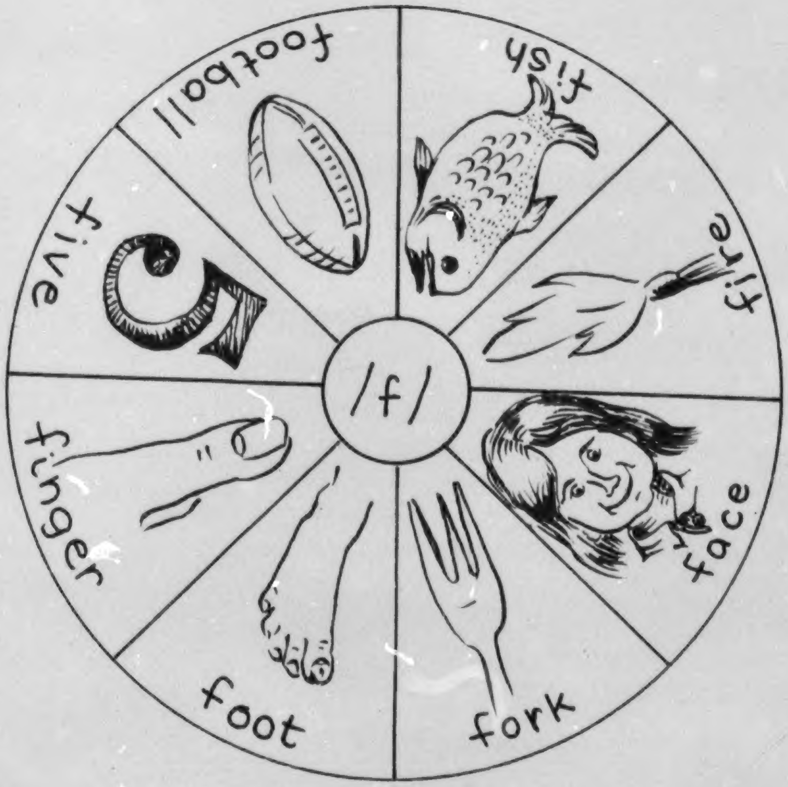
Variations of this activity may include having pupils cut pictures from magazines and paste them on the sound wheel.

**I.A.**

Another version of this activity can be developed by making (or having pupils make) a number of small cards with pictures on each representing sounds. Each card is dealt one by one to two or more players. When a card is dealt that has a picture of a word beginning with the designated sound, it is placed on the wheel. The pupil who puts the last card in place on the wheel is the winner.

**Initial Consonant Race**

Pictures representing initial consonant sounds can be pasted on a game board. Give each pupil a paper marker shaped like a racer. Cards are drawn to determine the number of spaces a player can move. When a player lands on a picture, he must name another word beginning with the same consonant in order to remain there. Otherwise, he cannot move forward. The player reaching the STOP sign first wins.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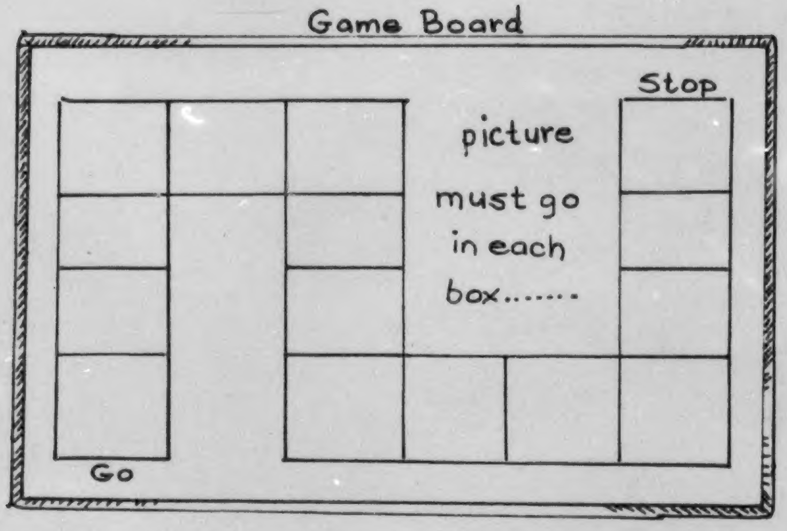
Game Board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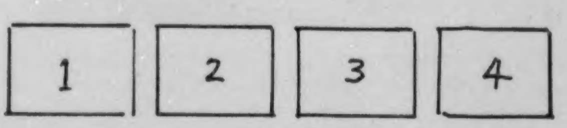
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3
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## I.B.

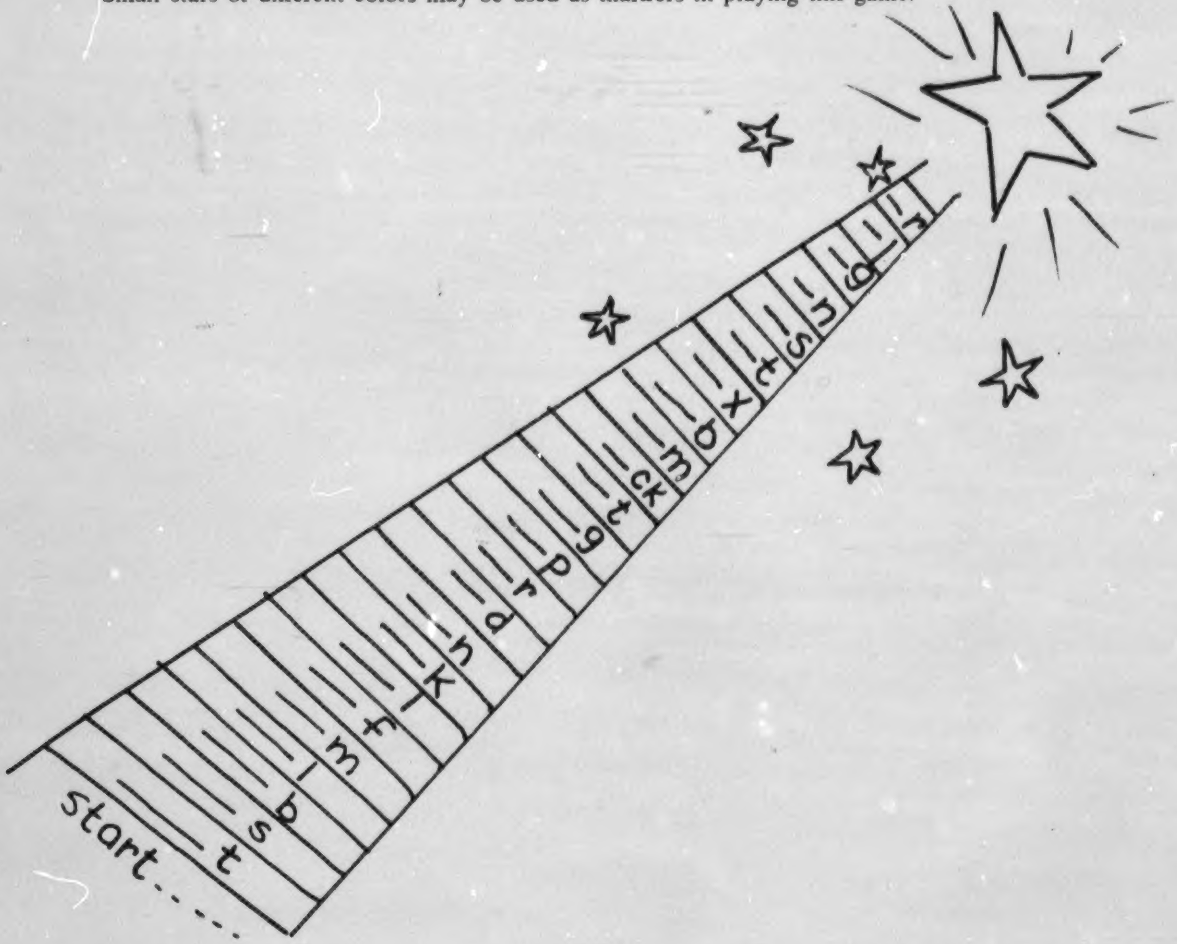
## OBJECTIVE

The student will be able to recognize final consonants by choosing from a list of words the one that has the same final consonant as a given word that is represented by a picture.

### Star Trek

Make a game board with a final consonant in each section of a Star Trek. Have each player in turn throw a die and move the number of spaces indicated. When he lands in a space, he must say a word that ends with the sound or letter of that space. If he knows a word, he can keep his place in the space. If he does not, he has to return to the space he left. The first player to reach the star at the end of the game board wins.

Small stars of different colors may be used as markers in playing this game.

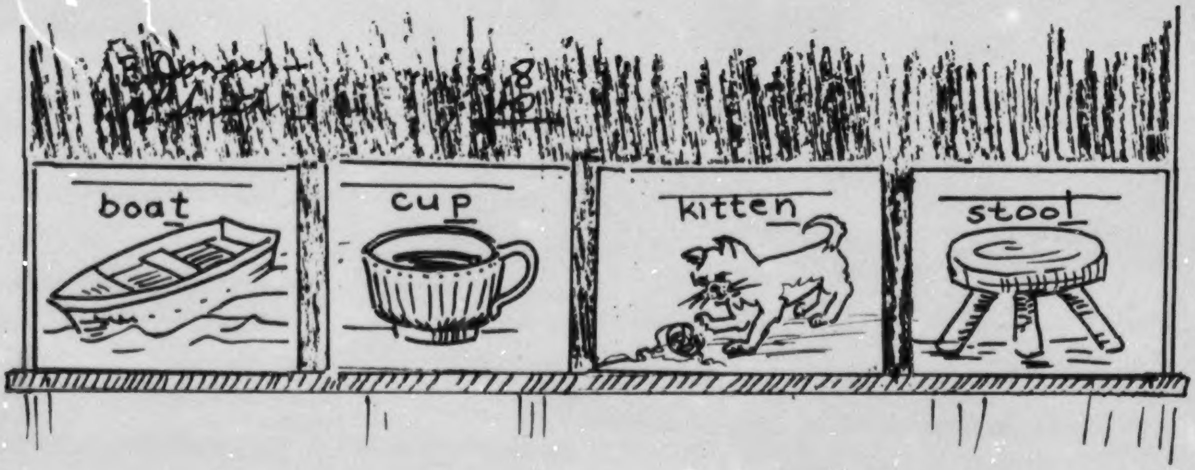


## I.B.

### Place on the Rail

Place a series of large pictures of words (objects) ending with consonant sounds on the chalkrail. Then, distribute small pictures of objects ending with the same sounds. Have pupils match their pictures to the big ones on the chalkrail.

If this activity is used as a game, the pupil to give up all of his cards first wins.



**Namers, Keepers**

Each pupil is given a small card with a picture of an object on it. The name of each object ends with a consonant. If the pupil can name the letter for the sound, he can keep the card. If he can not, he must give it up.

Then, a second group of cards is passed out; a third; a fourth; etc. The pupil who "keeps" the most cards after several rounds (the number determined by the teacher) wins.

## I.B.

**Same Sound Word Chairs**

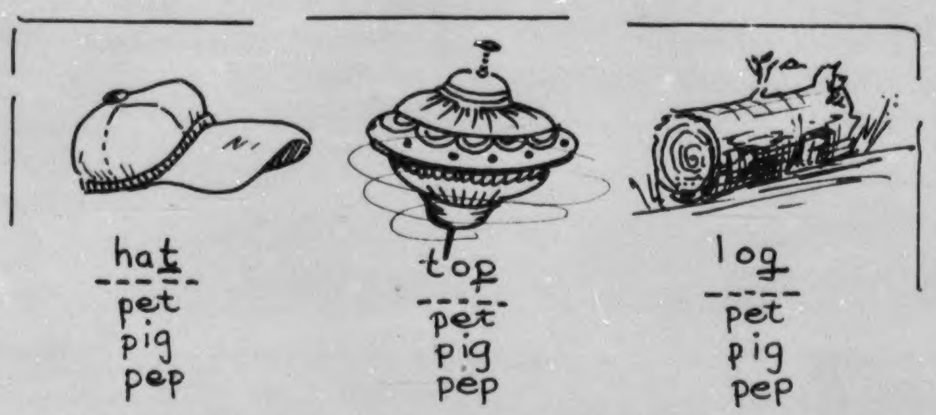
This activity is much like musical chairs.

Record words with the same ending consonant sounds. Record lists slowly at first. Occasionally put in a word that does not end like the others. This word is the signal for everyone to find a chair. The slowest person is left standing and is out. The game is continued until only one pupil is left standing.

The pace of the recorded words should quicken as the game proceeds.

**Words That Go**

Have pupils decide what letter names the sound at the end of each of several given pictures. Then have pupils find printed words that end like the pictured words. Pupils can either mark the words (if the activity is given in work-sheet form), or they can write the words under the pictures pasted on sheets of paper.



## I.C.

## OBJECTIVE

The student will recognize the sound of a long vowel in a given written word by choosing from a list of words the one which has the same vowel sound as the given word.

### Vowel Concentration

Make twenty 1" x 2" cards. Divide the cards into pairs. Each pair will contain two different words with the same vowel sound but two different spellings of that sound (*fine-ice: skate-plane*).

Shuffle the cards and place them face down on the table—five rows across the four rows down.

At each turn, each player picks up two cards and reads them. If their sounds match, he keeps them and scores a point. If not, the cards are turned face down again. Other players must watch carefully and remember the cards so that when their turn comes, they can locate pairs of sounds.

Four pupils can play. The pupil with the highest score wins.

### Vowel Match

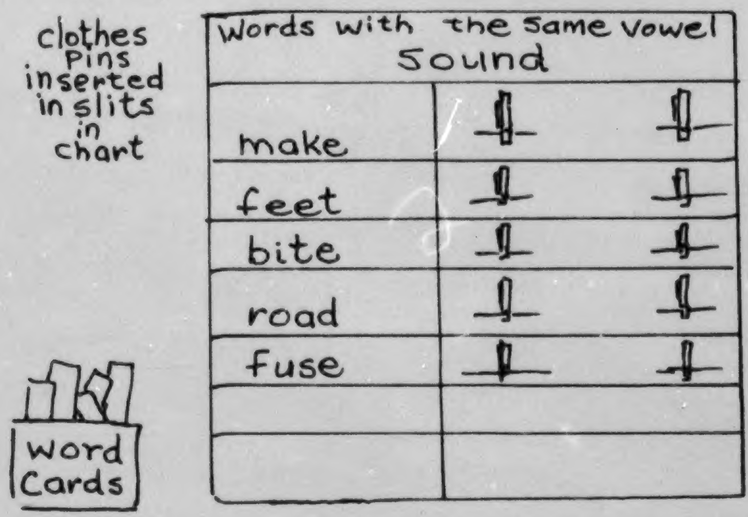
Make a large chart with words on the left and two clothes pins to the right of each word. For each word on the left of the chart, make two cards with words having the same vowel sound and place them in a large envelope.

Have a pupil remove one card at a time from the word-card envelope and place it beside the word on the chart which contains the same vowel sound.

For variety, the word cards and charts may be rotated.

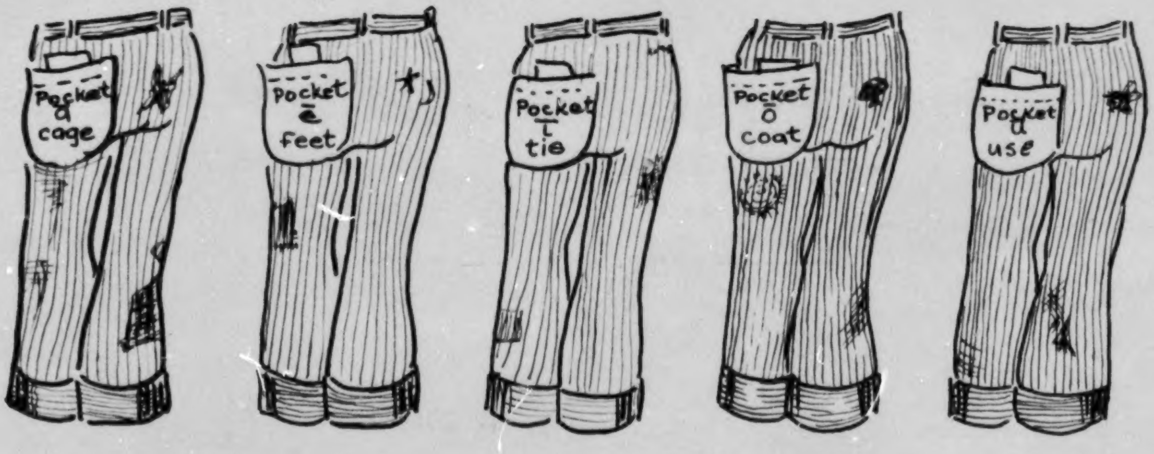
## I.C.

Answer sheets may be provided for the pupils to evaluate their skill immediately, or the pupil may be instructed to copy his "completed" chart on paper for the teacher to evaluate.


clothes pins inserted in slits in chart
Words with the Same Vowel Sound
make
feet
bite
road
fuse
Word Cards

### Pocket the Vowel

Make twenty cards of pictures of objects with long vowel sounds in their names. The pupils may then sort the cards and place them into their correct pockets. The cards can be color-coded on the back for self-checking. "Pockets" may be placed on a chart or on a bulletin board.

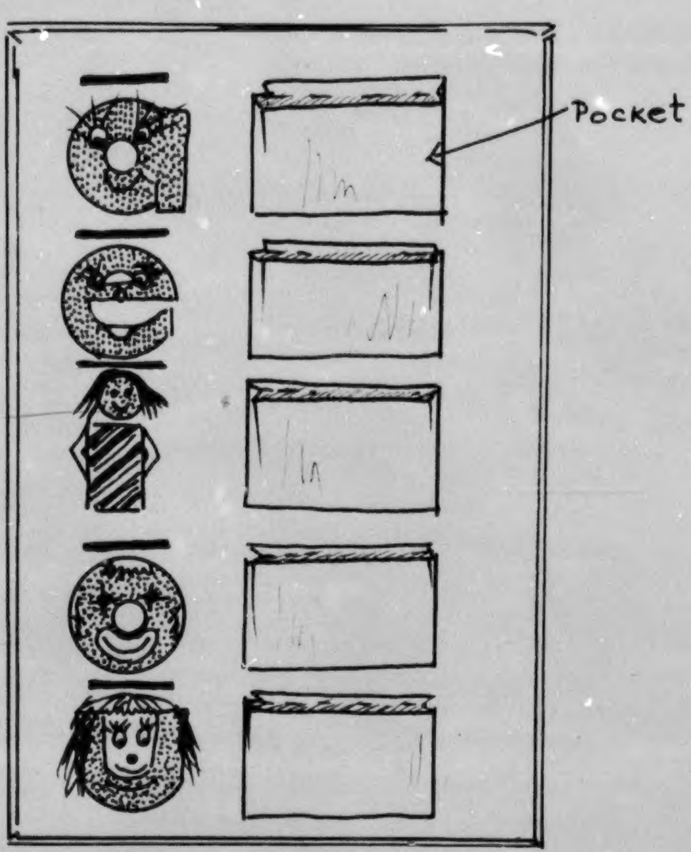

Pocket
ā
cage
Pocket
ē
feet
Pocket
ī
tie
Pocket
ō
coat
Pocket
ū
use

## I.C.

### Letter Friends

Cut letters from felt (multi-colored). Make faces of each letter by using buttons, yarn, sequins, etc. Place the letters on a board covered with burlap. Be certain to put a macron over each letter to indicate that it represents a long vowel sound.

Make a number of small picture cards of items one would give to a friend. Distribute the cards and have pupils give appropriate gifts (pictures) to their letter friends—i.e., skates, a plane, a train, etc. for *a*.

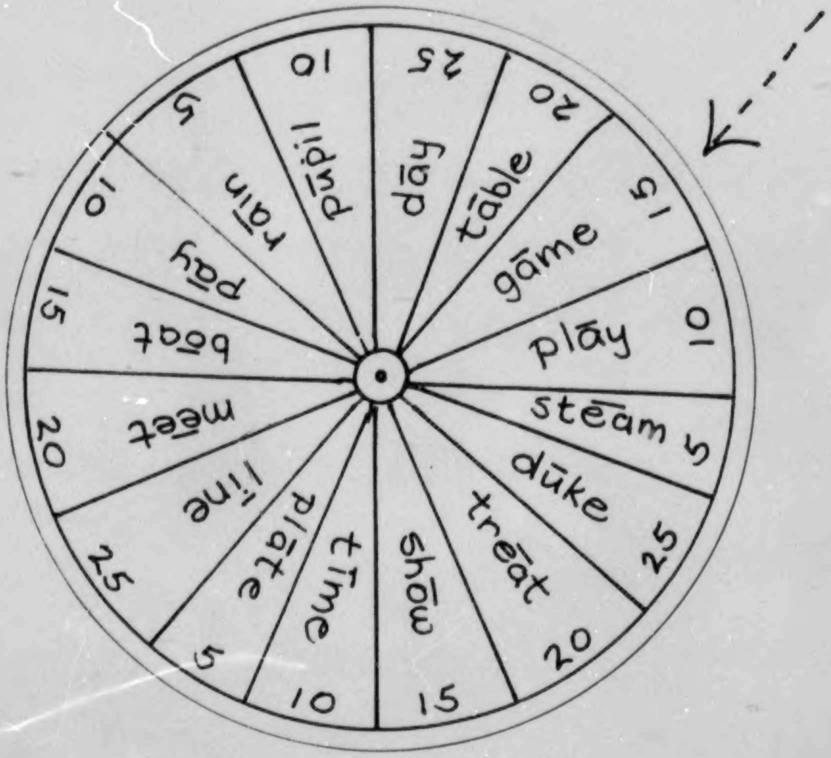


## I.C.

### Classroom Quiz

Make a large classroom quiz wheel similar to the ones seen on TV. Put words on the wheel representing several different long vowel rules. Place numbers (for points) with each word. Duplicate the rules and hand one to each pupil. Pupils can divide into teams or play the game as individuals. If a pupil has the vowel rule for the word where the wheel stops, the team or pupil earns the points indicated. The team getting the most points wins.

For variation, this activity may be used to review or reinforce any skill in any subject area. The wheel can be made so that words are removable and others can be used.



## I.D.

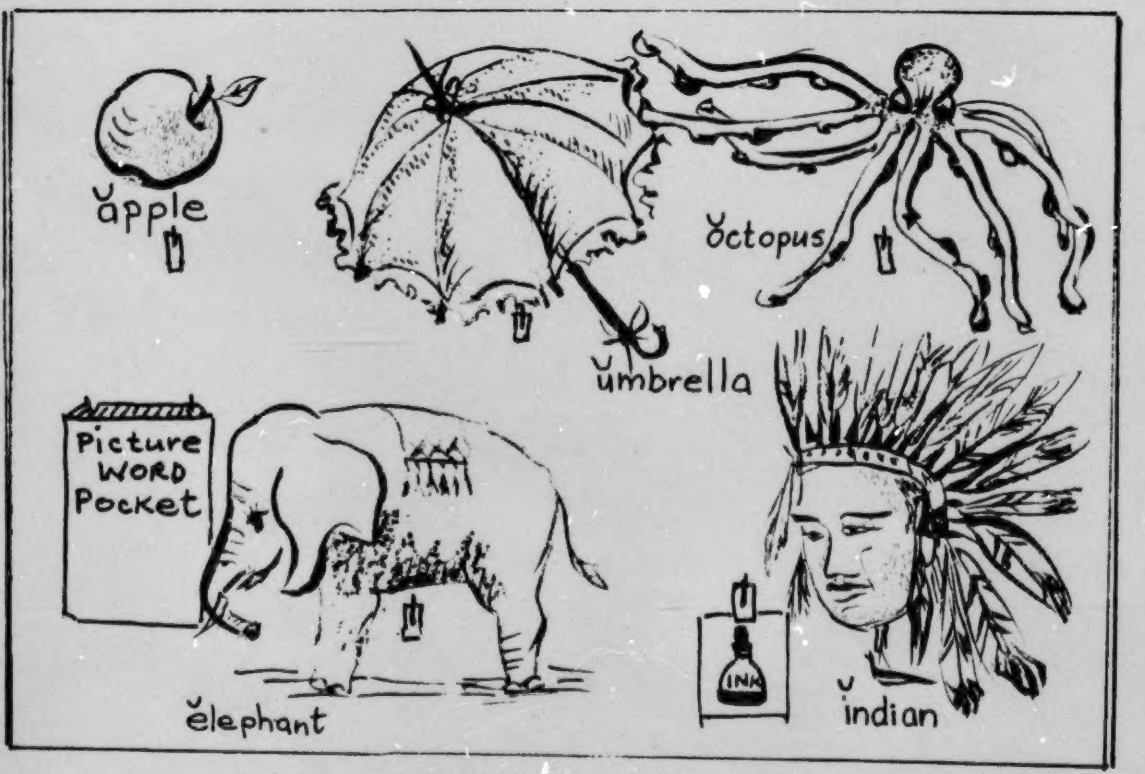
## OBJECTIVE

The student will recognize the sound of a short vowel in a given written word by choosing from a list of words the one which has the same vowel sound as the given word.

### Short Vowel Match

Place pictures of an *a*pple, an *I*ndian, an *u*mbrella, an *o*ctopus, and an *e*lephant on the bulletin board. Under each picture place a picture hanger (a hook that can be adhered to a wall). In a pocket place picture cards of words containing short vowel sounds. Be certain that each card has a hole on the top.

Have pupils place the right pictures under the correct vowel illustrations. All *a* words belong under the picture of the *a*pple; all *i* words belong under the picture of the *I*ndian; etc.


ăpple
ŭmbrella
ŏctopus
Picture WORD Pocket
ĕlephant
INK
ĭndian

**I.D.**

**Winner Take All**

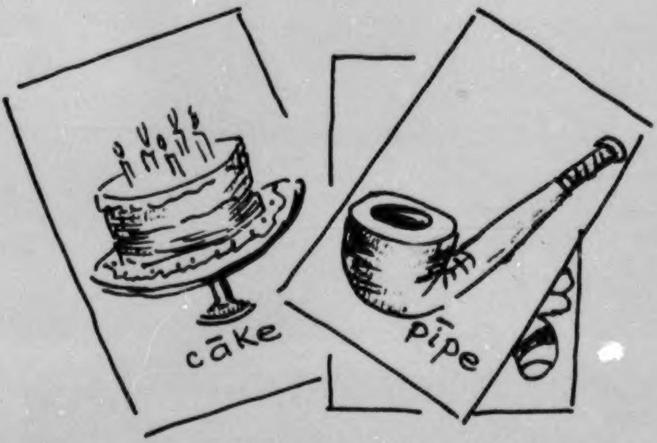
Card games of various kinds can be used to help pupils learn vowel sound-symbol relationships.

Two or four pupils may be dealt five cards each—the cards containing words illustrating long vowel sounds. The undealt cards can be left on the table. One card should be turned face up.

Each player tries to build a set of four word cards with the same vowel sounds.

As each player takes his turn, he may either draw cards from the main pile or take the discard pile if he has two cards with a vowel sound like the card on top of the discard pile. He must discard on every play. When he has built a set, he puts it on the table.

The player getting the most sets wins.



**I.D.**

### Vowel-O

Each player is given a card which has the five vowel letters in large print at the top. Under each letter, there are five boxes with a short-vowel word for that letter printed in each. Several cards with different words should be made.

The teacher or leader draws a word from a word pile and pronounces it without letting the pupils see it. Each pupil then must determine which word is heard and see if it is on his card. If it is, a suitable marker (corn, for example) should be used to cover it.

The first person to have a row of words covered, either horizontally, vertically, or diagonally, and calls, "Vowel-O" is the winner. The card should be checked to see that the pupil has marked it correctly.

| a | e | i | o | u |
|---|---|---|---|---|
| hare | Pete | mink | rod | use |
| haze | pert | mice | rode | urn |
| hat | pet | mist | roar | us |
| hack | pest | miss | wrote | run |
| hate | peck | mire | wore | nurse |

Vowel-O!

**I.D.**

### Vowel Exchange

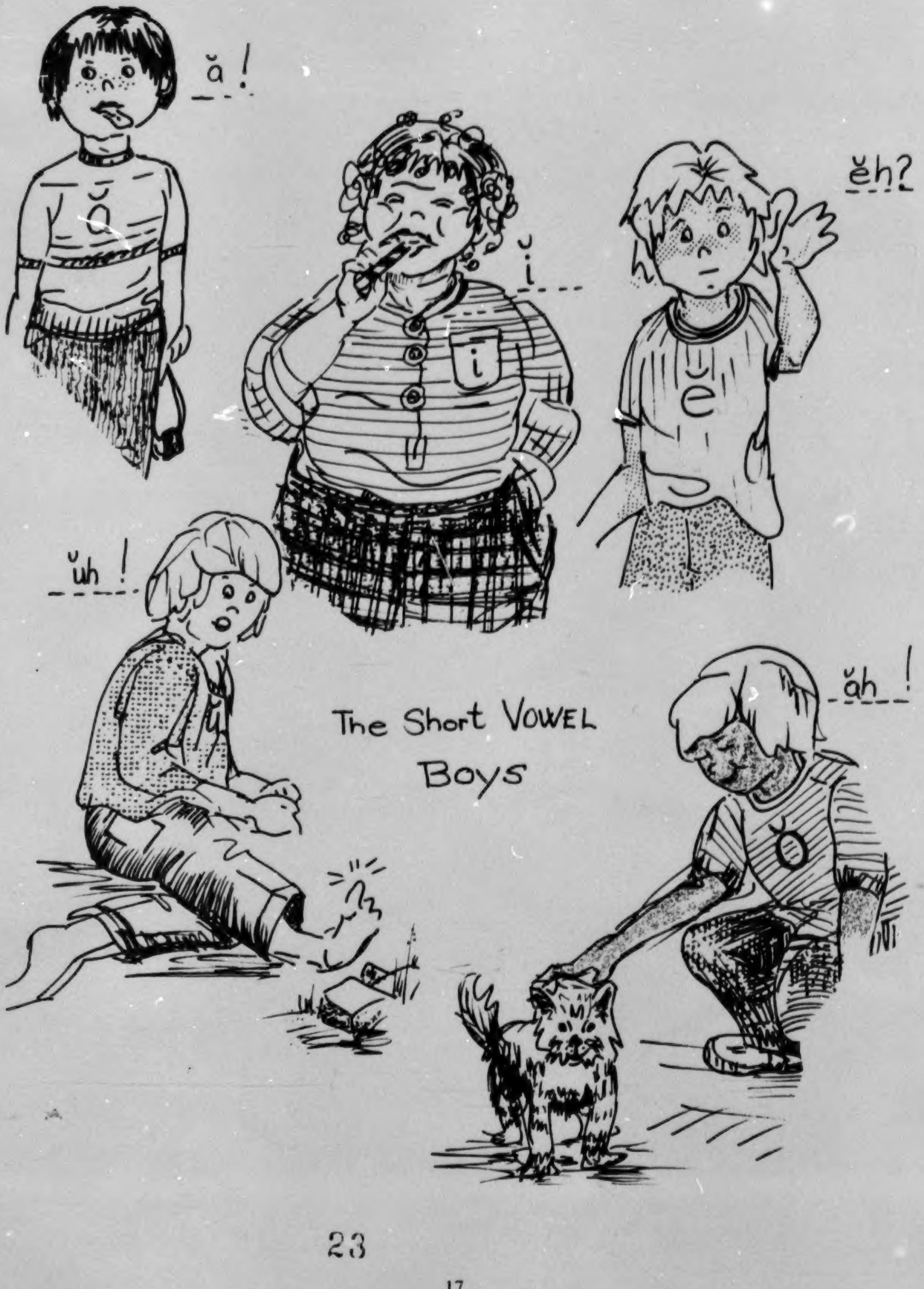
Have pupils sit in a circle, with the one who is "it" standing in the middle of the circle. Each child in the circle has a card with a word on it. There are two children with each vowel sound. The two children with cards containing short *i* words exchange places. "It" tries to capture one of the places while they exchange. Whoever is left without a seat is "it."

### The Short Vowel Boys

Make up a little story for each short vowel sound, with the letter and the sound used in the story. Following are some sample stories:

*Short a* has *a* on his sweater; has a large red tongue sticking out. Tell a story concerning a conflict, with one boy saying *a* to another.

*Short e* has *e* on his sweater; has large ears. Tell a story about a boy who must say "eh?" because he has poor hearing.



# The Short VOWEL Boys

*Short i* has *i* on his sweater; is fat; has a green, distressed-looking face. Tell a story about a boy who spends all his money on candy which makes him sick, and therefore he must say "i."

*Short o* has *o* on his sweater; has a dog that he is petting. When he pets his dog, he says "ah."

*Short u* has *u* on his sweater; has a distressed look on his face; has lines indicating he is in pain. Tell a story about a boy who stumps his toe. He says "uh."

Pupils can use these and other stories to help remember short vowel sounds.

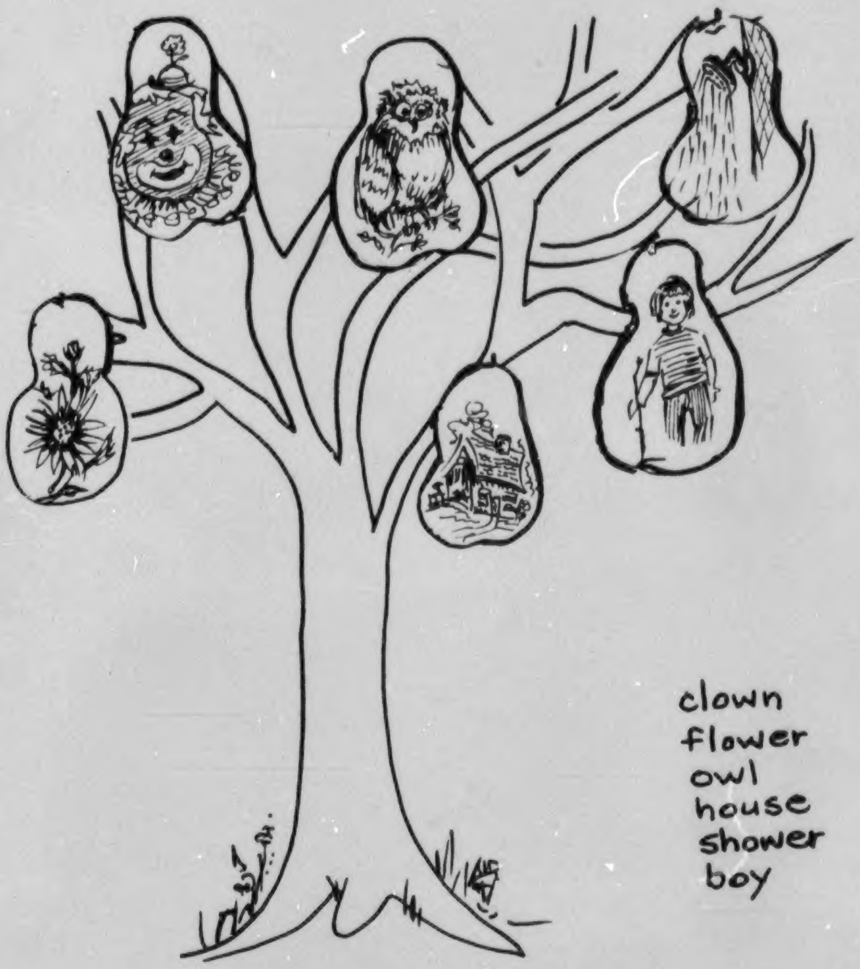
## I.E.

## OBJECTIVE

The student will be able to recognize diphthongs by identifying the words in a given list that have the same diphthongs as the first word in the list.

### Pick a Pear

Draw a large tree on a sheet of chart paper. Cut pears from yellow construction paper. Put large pears on the tree. On each pear put a picture of a word with a diphthong, i.e., *spout, cow, oil, boy*, etc. Then distribute to each pupil four cards with the letters *ou, ow, oi*, and *oy*, on them. Have pupils take turns matching the sounds (spellings of sounds) with the picture words. The pupil who "picks" the most pears wins.



clown
flower
owl
house
shower
boy

**I.E.**

### Name That Word

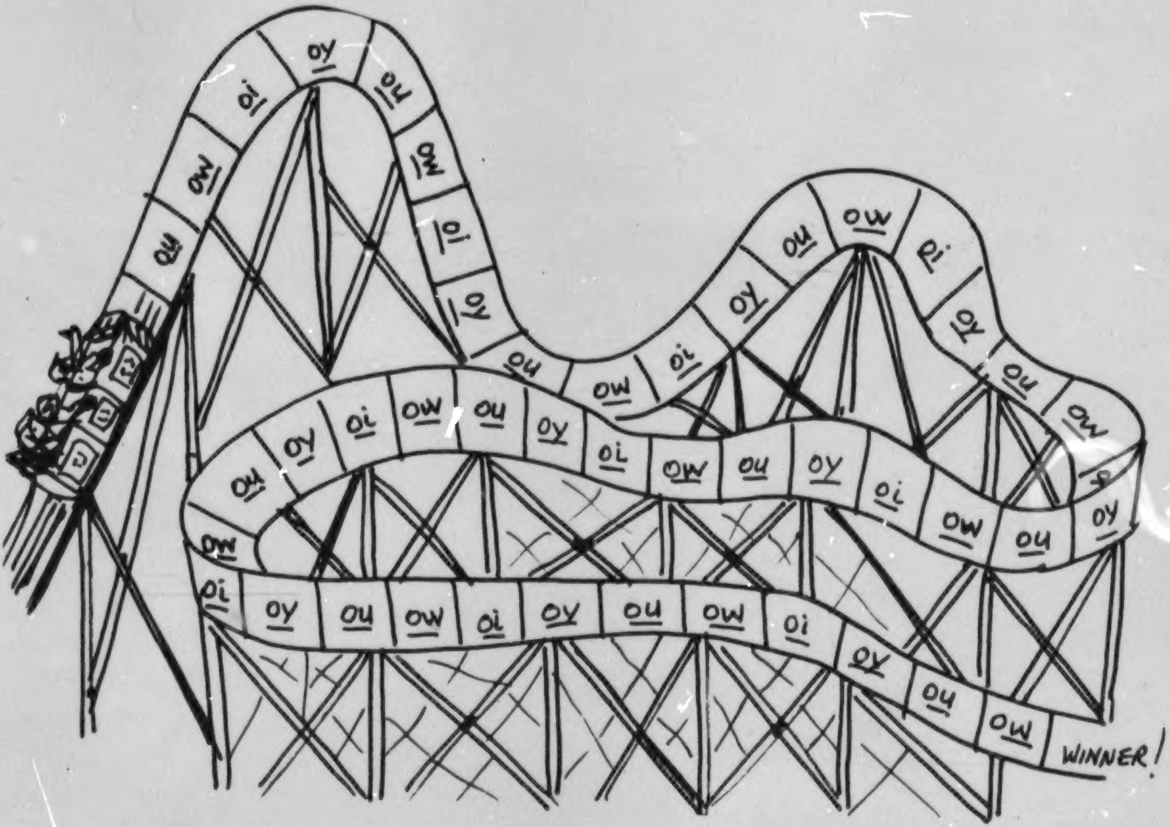
Say a word containing a diphthong, such as *toy*. Have pupils take turns naming words containing the same diphthong with the same spelling until one player cannot think of a word or says an incorrect word.

Continue the game until only one pupil is left. He is the winner.

### The Diphthong Dip

Draw a roller-coaster-type track on a large sheet of tagboard or chart paper. Place rails on the track. Have the track divided into sections. Write the letters *ou*, *ow*, *oi*, and *oy* in each section.

Let a pupil use a die to "ride the rails." Have the pupil move forward the number of spaces indicated. Then have the pupil name a word with the letters in the section where he stops, as *cow* for *ow*.



**I.E.**

### Diphthong Diamond

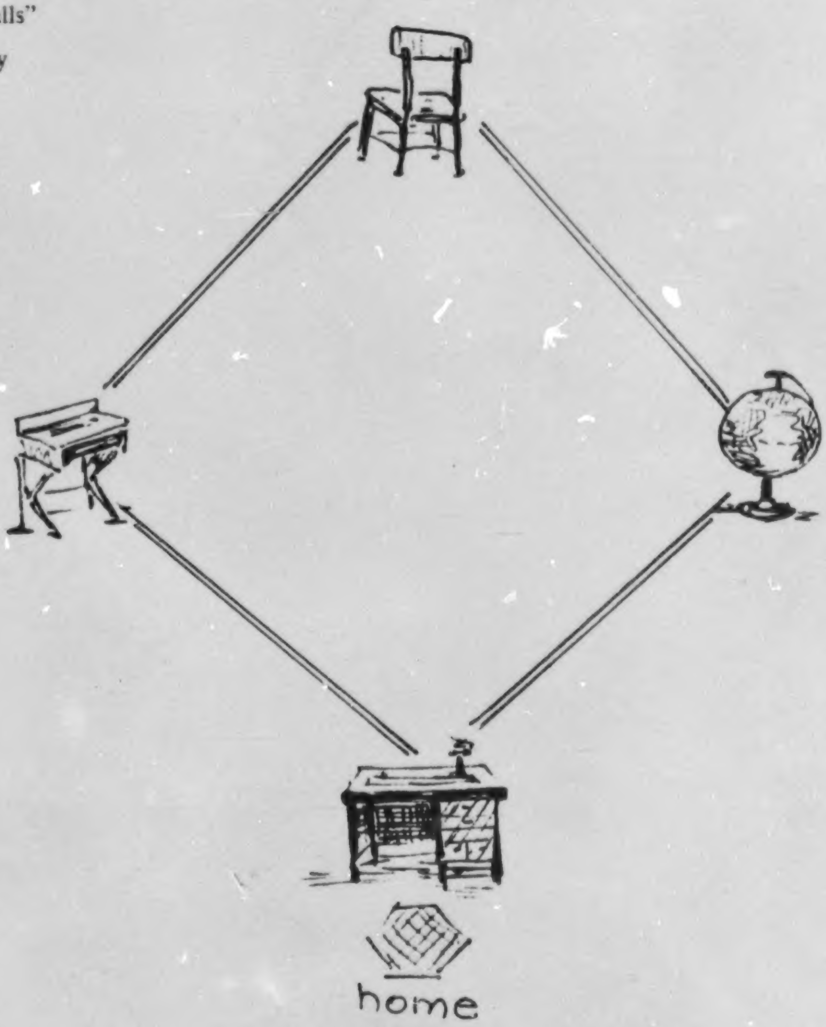
Group pupils into two teams. Use four objects in the room as bases to form a baseball diamond. Have a pupil come to bat. Then write a word on the chalkboard.

The first batter should pronounce the word. If the batter pronounces the word, he proceeds to first base; and another member of his team comes to bat. If he misses the word, he strikes out.

The game progresses like a baseball game—although it isn't necessary to play nine innings.

Diphthong "Balls"

plow
shout
town
boil
howl
coy
toy
now
destroy
owl
soil
spout
frown
about
scout
voice



## I.F.

## OBJECTIVE

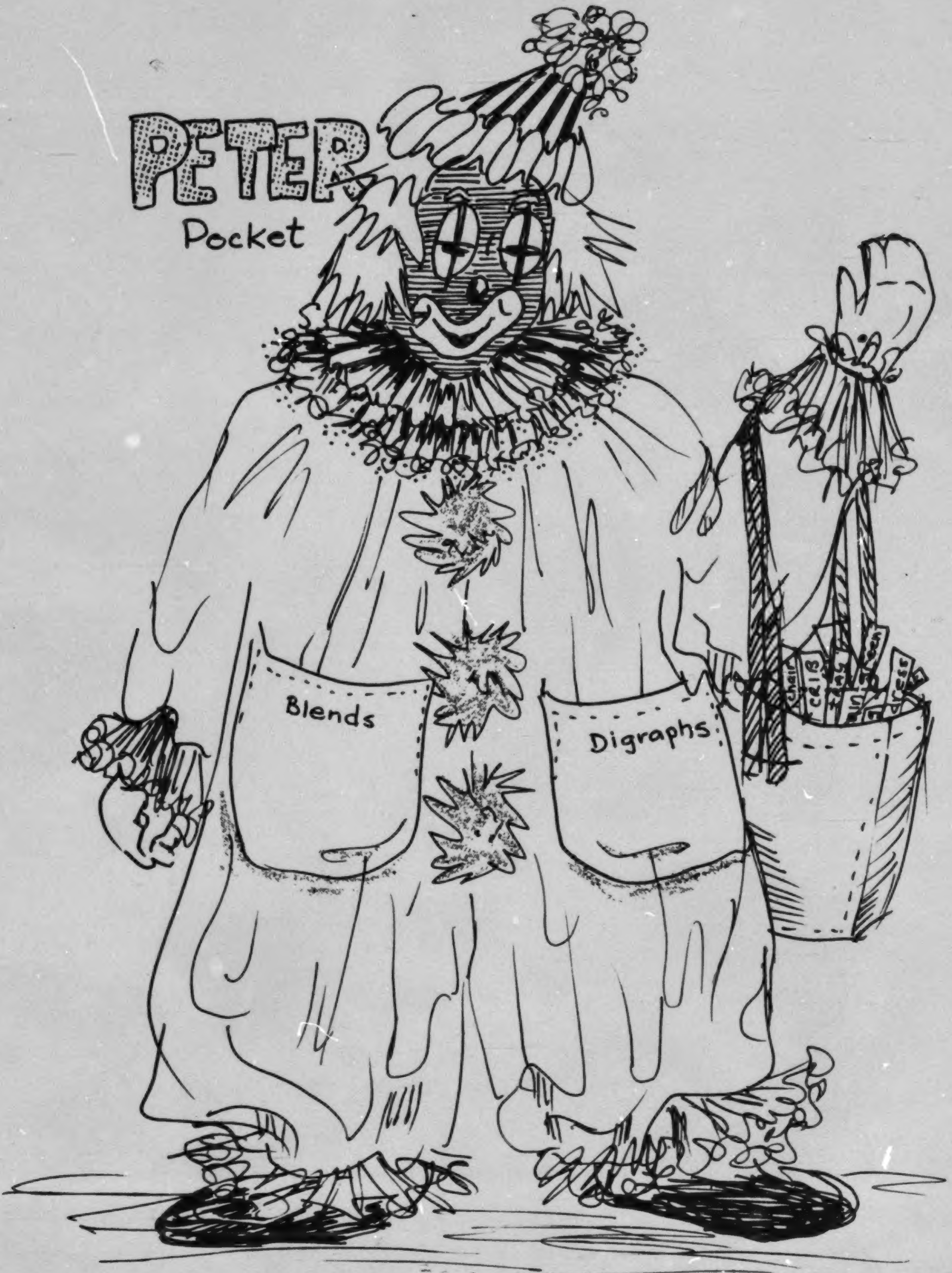
The student will demonstrate a knowledge of letter symbols for consonant blends by choosing from a group of blends the one that begins the word which names a given picture.

**Peter Pockets**

To provide practice in quick recognition of blends and digraphs, make a large paper clown named Peter. Put two pockets in his shirt—one labeled *blends* and the other *digraphs*. Place a knapsack on one of Peter's arms and fill the knapsack with a number of words beginning with blends or digraphs.

Have pupils place each word card in the correct pocket. Then have another group of pupils check the pockets.

Teams can play this game. The first team can pocket the words. The second team can check. Then the second team can pocket another group of words that the first team checks. The team making the most correct responses wins. An answer sheet for "checking" can help the pupils work independently.


PETER
Pocket
Blends
Digraphs
chair
CRIB
dress

**I.F.**

### Board Bingo

Use a large section of the chalkboard or a bulletin board for a large class-size bingo card. Place letters representing a consonant blend in each space.

The game can be played in several different ways. Each pupil should have a certain number of picture cards that begin with blends. Say a word and have the pupil find a picture that has the same beginning sound so that he can pin a card over the letters representing the sound on the board.

Each player should try to use all of his cards. If more than one player has a picture card that begins like the word called, each card can be placed on the board.

Another version of this game is also fun for pupils. Say a word beginning with a blend. Have a pupil identify the beginning blend and give another word that begins with the blend. He can put a marker on the blend board if he is correct. Different colored markers can be used for each player.

The player who gets a row of markers, as in bingo, or has the most markers on the board wins.

| | | | | |
|---|---|---|---|---|
| fl | sm | cr | sw | dr |
| pr | sp | bl | sl | st |
| br | cr | Board<br>Bingo | gr | cl |
| cl | pl | sk | sc | sn |
| st | fr | tr | br | bl |

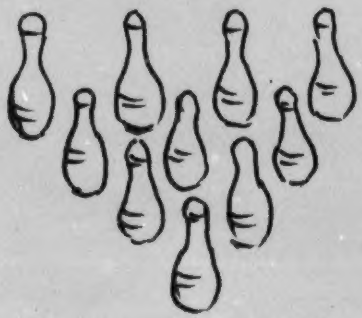
**I.F.**

### Bowl-a-Blend

Trace and cut out bowling pins made of construction paper. On one side of each pin put a consonant or consonant blend which may be used to begin many words. Arrange the pins face down in the traditional bowling manner.

Have a pupil turn over the first pin and try to think of a word that begins with that sound. If he says the word and identifies its beginning sound, he gets to keep the pin. Then have another pupil turn over the next pin and try to think of a word beginning with that sound. If a pupil cannot think of a word or cannot identify the beginning sound correctly, he returns his pin to the leader who reshuffles it with the remaining bowling pins so that it will reappear later. When all ten pins have been used, put out ten more.

This game seems to work best with 50 pins. Naturally, there will be some repeats. In the event that a player gets a pin with a sound he has had before, he must think of a different word.

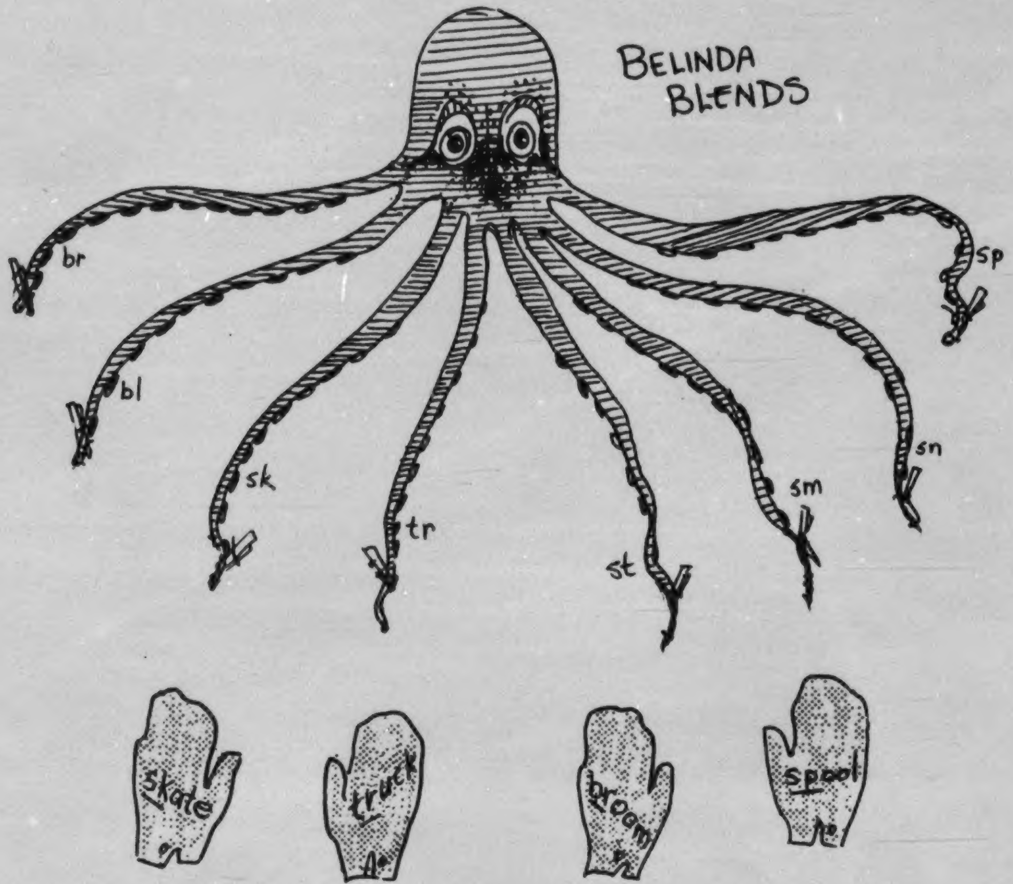


## I.F.

### Blends for Belinda

Find lots of pictures that begin with blends (*sk*ate, *br*ick, *tr*uck, etc.). Draw an octopus on chart paper or tagboard. Put two-letter blends on each arm. Then put a clothespin on each arm. Have pupils put picture-word cards under the appropriate clothespins. The picture cards can be in the shape of little gloves for each of the octopus's arms.

This activity can be used as a learning center.



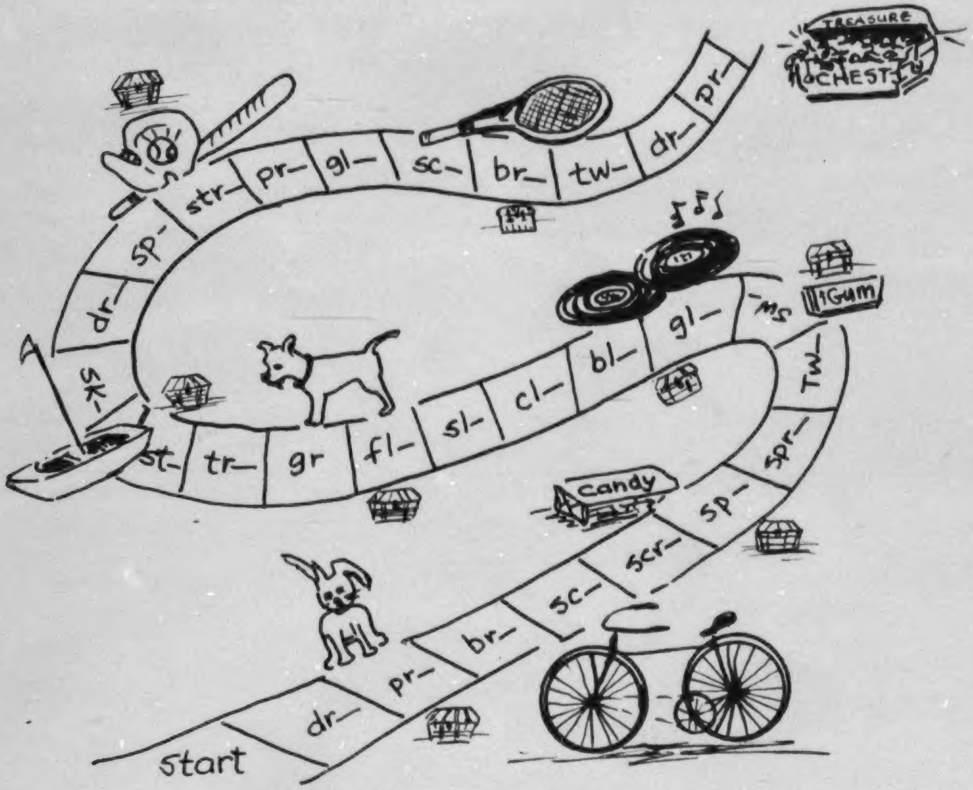
## I.F.

### Consonant Treasure Trail

Make a game board with a winding trail sectioned along the way. Put small picture cards that a pupil would enjoy finding as treasures (pictures of a candy bar, a bike, a pet, etc.) by several sections.

Have each player toss a die to determine how many spaces he should advance. When he lands on a space, he should name a word for the blend in the space. If he can, he can stay in the space. If there is a "treasure" by the space, he gets it as a bonus. If he can not name a word, he does not stay in the space nor get a treasure (if there is one).

The pupil getting the largest number of treasures wins.



## I.G.

## OBJECTIVE

The student will demonstrate a knowledge of consonant digraphs by choosing a digraph from the list which completes the name of the object represented by the picture.

### Cut, Paste, and Spell—Digraphs

Give pupils a number of magazines, old workbooks, and other materials with pictures. Let them cut pictures to make a digraph scrapbook.

To provide guidance, write the digraphs on the chalkboard and ask the pupils to copy one digraph onto each of several pages, paste pictures on each page to "illustrate" its sound, and write a word under each picture. Help pupils spell words they cannot spell independently.

Pupils may develop spelling lists of some of the words and write them in their individual scrapbooks. A class list can also be compiled, written on the chalkboard, and copied by each pupil into the back of his digraph scrapbook.

### Word-makers

Write the digraphs *ch, sh, th,* and *wh* on the chalkboard. Then write on another part of the chalkboard a number of word endings. See who can make the most words the quickest.

Suggested endings:

*at*
*op*
*ip*
*ick*
*is*
*en*
*in*
*an*
*ere*

After pupils have been "word-makers," write each word made on the chalkboard and have pupils read them orally in unison. Pupils should also copy the words and study them so that they can read them rapidly as individuals or in a group.

## I.G.

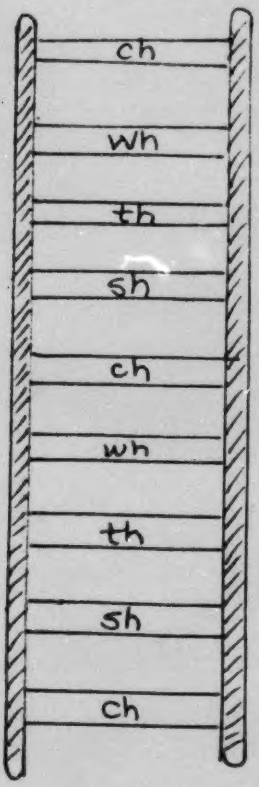
### Show and Tell

List the digraphs *ch, sh, th,* and *wh* on the chalkboard. Have pupils bring from home pictures which illustrate words beginning with digraphs. Have them exchange pictures and try to name each other's pictures. As they name the pictures, have them write the words for the pictures on the chalkboard.

Pupils can paste their pictures on cards and their words for them on the backs of the cards (after spellings are checked by the teacher). These cards can be used for various practice activities and games.

### Climb the Ladder

Draw a ladder on a large sheet of chart paper or tagboard. Write the letters *ch, sh, th, wh,* on each rung.



Ask pupils, "Who wants to climb the ladder?" See who can climb to the top. Without allowing pronounced pauses, have a pupil leader point one by one to the rungs (from the bottom up) and have another pupil supply a word for each digraph on each rung. If a pupil falters or fails, he "falls" off the ladder. The names of all successful climbers can be written on the chalkboard. This activity can become a group game if two teams of pupils try to see who can climb the ladder the fastest.

A timer can be used to clock the group climb, with each member of the team supplying, in turn, the next word.

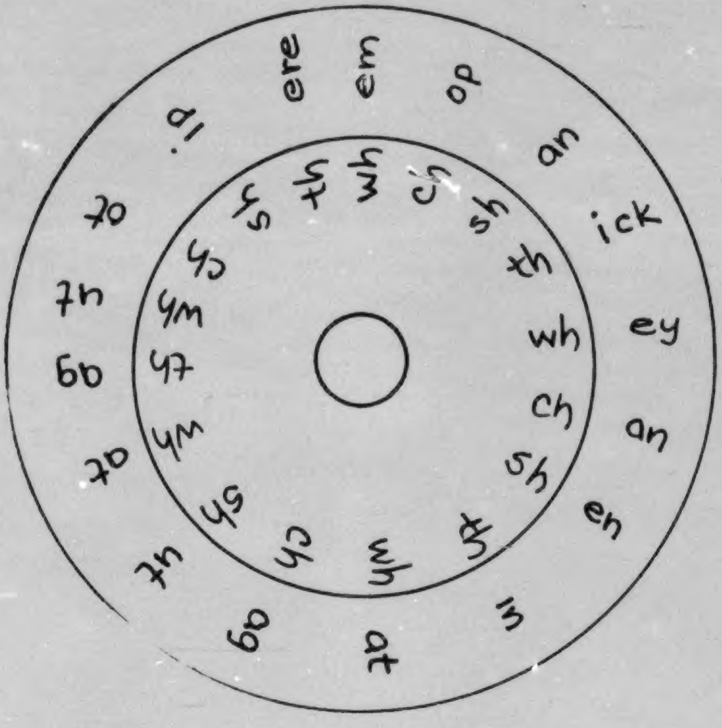
## I.G.

### Reel or Real?

Cut two wheels from tagboard, one smaller than the other. Affix the smaller wheel to the larger so that it will spin. Write the digraphs *ch, sh, th, wh* in repeating order on the smaller wheel. Then write a series of word endings on the larger wheel.

Have pupils take turns spinning the smaller wheel. As it is positioned on the larger wheel, ask the pupil to read each resulting real word. If the word is a *real* word, and he recognizes it as such, he scores one point. If he reads a *reel* word (or nonsense) word, he loses a point.

This game can be played by an individual if he writes his responses and checks them against an answer key consisting of all possible correct answers (in alphabetical order). It can become a group game if the wheels are large enough for a group of pupils to use.



## I.H.

## OBJECTIVE

The student will demonstrate the ability to identify symbols for medial consonant sounds by selecting from a list the words having the same medial consonant sounds as a word illustrated in a picture.

### Position the Sound

Prepare a master answer sheet with the words *Beginning, Middle,* and *Ending* at the top of the page. At the left list given consonant "sounds." Distribute answer sheets.

Read very carefully (but not distortedly) a word for each sound. Have pupils mark the columns *B, M,* or *E* to indicate in what position in the word called they hear the designated sound.

The same answer sheets may be used for different lists of words.

Name________________________ Date____________

| | Sound | Beginning | Middle | Ending |
|---|---|---|---|---|
| (lemon) | 1. /m/ | | | |
| (select) | 2. /l/ | | | |
| (table) | 3. /t/ | | | |
| (shape) | 4. /p/ | | | |
| (pencil) | 5. /s/ | | | |
| (began) | 6. /g/ | | | |

## I.H.

### Fillers

Give each pupil a list of words with a blank for the middle (medial) consonant. Say each word in the list. Have pupils supply the correct letter for each blank.

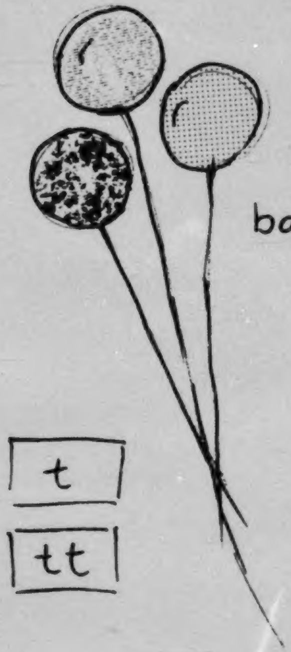
An example of this type of activity is:

| | | |
|---|---|---|
| mo__ey | me__al | re__ail |
| de__end | ne__er | sha__ow |

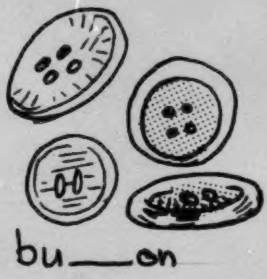
### Double or Single?

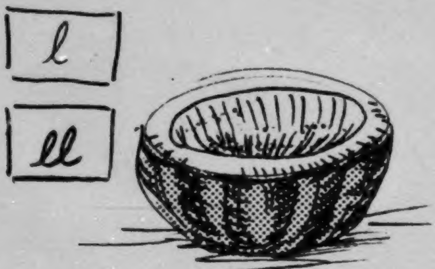
Prepare a large chart with pictures of objects with double-letter consonants in the middle position and with pictures of other objects having the same middle sound but only one letter. Distribute cards with double letters or single letters and have pupils match these to the word pictures on the chart.

Suggested picture and letter cards are:

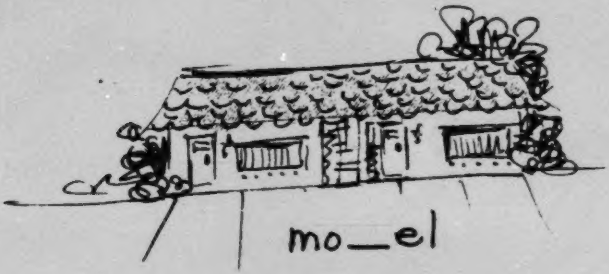


bal__oon





me__on



**I.H.**

### Middle Men

Using the same answer sheet prepared for *Position the Sound*, have pupils supply a word in the "Middle" column for each sound.

Then have the class, group, or individual name his choices. Write them on the board. As he names each one, discuss it as correct or incorrect. If it is incorrect, have the group discuss why.

### Echoes

Pupils often confuse or fail to hear middle consonants because they do not *perceive* them clearly. Having pupils pronounce words may be one way to evaluate their perceptions.

Echolalia-type activities are appropriate for large groups, small groups, and individuals.

Pronounce words with middle vowels carefully. Have pupils repeat each word. The group may begin, and then individuals may be given turns. The activity should move rapidly.

As this exercise is extended, pupils may write the letter for each middle sound they hear. Also, this activity can be recorded for use by individuals.

Some words suggested for this activity include: *diner, shadow, debate, melon, camel, jewel, repeat, baby, second*, etc.

**I.H.**

Other pictures and word cards can be planned according to experiences relevant to the class.

This activity can also be used as a worksheet exercise in which pupils write one or two consonant letters in the medial position of given words from which the medial consonant(s) have been omitted.

**I.I.**

## OBJECTIVE

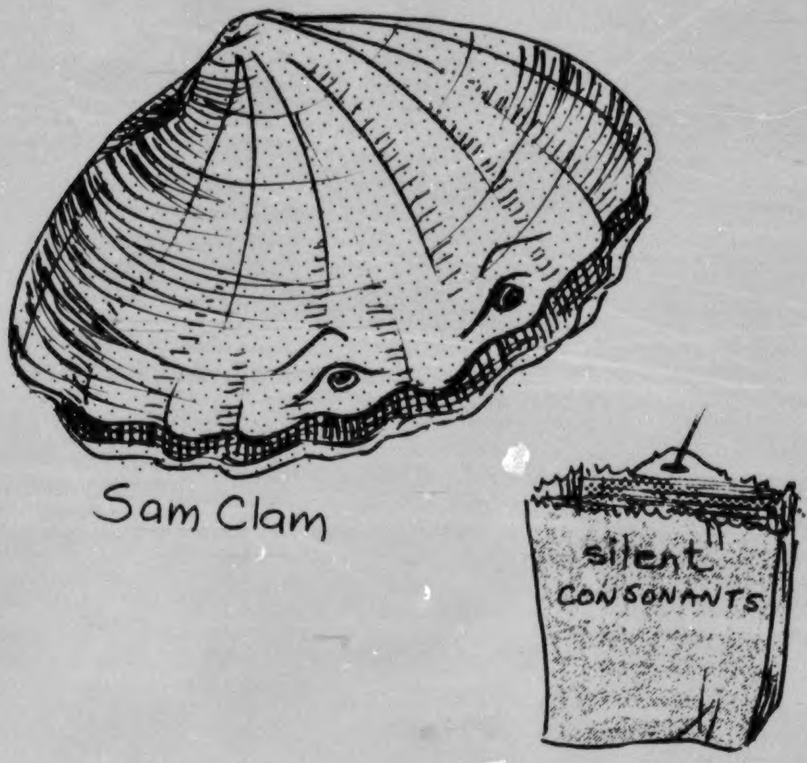
The student will demonstrate the ability to recognize silent consonants in a word by selecting each silent consonant in a given list of words.

### Sam Clam

Prepare a number of word cards, with some of the words beginning with silent letters. Also prepare from construction paper copies of markers in the shape of a clam named Silent Sam.

Have pupils clip a Silent Sam Clam to each word that begins with a silent consonant.

A large Silent Sam Clam can be made on a chart with a bag under him. Pupils can see how many silent consonant words they can find to give Sam Clam. The class can have a project to fill Sam Clam's bag.



## I.I.

### Black Out

Have pupils mark out with a crayon or marking pen each initial silent consonant letter in a given list of words. Then have pupils draw a circle around the letter that represents the first sound they hear in each word.

### What's Missing?

Make a chart or charts of lists of words with some silent consonants missing. Have pupils copy the words and supply the missing letters.

The charts may also be used for "rapid fire" oral activity. Use a marker to point to blanks and have pupils name the missing letters.

Charts can be made of silent-letter words often misspelled by the class. Such charts can be called "Tricker-Upper" charts. Pupils can make these words "project" words—so that the words won't "trick them up" again.

### Mysterious gh

Since the letters *gh* may spell the *f* sound or they may be *silent*, have pupils write *f* or *silent* after each word in a list of words containing *gh*. Underline *gh* in each word as practice sheets are prepared.

Some examples of words that can be used are:

lau*gh*
li*gh*t
thou*gh*t
fli*gh*t
tou*gh*
ei*gh*t
throu*gh*
bri*gh*t
rou*gh*

Ask the pupils to see whether the *f gh*'s and the silent *gh*'s usually occur in any particular position in words.

## I.I.

### What's In A Name?

Prepare an activity sheet with pupils' names on it. Have the pupils try to find and mark out each silent consonant letter.

Then list all "silent letter" names on the board and discuss with the class the "silentness" of certain letters.

Also, other lists of words (foods, furniture, etc.) can be used in the same way.

## I.J.

## OBJECTIVE

The student will demonstrate the ability to recognize silent vowels in words by choosing the words that have silent vowels in a given group of words.

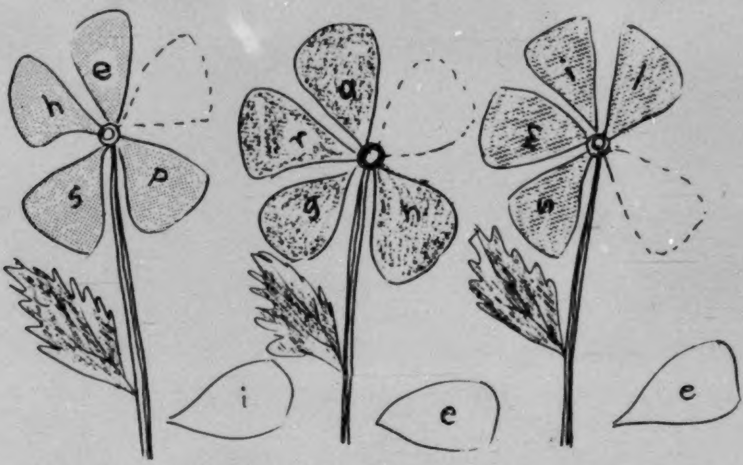
### Vowel Rummy

Print 30-60 cards with words containing silent vowels. Use these cards for Vowel Rummy. Deal five cards to each player. When a pupil gets three cards containing the same silent vowel letter, he has a book. The pupil who gets the most books wins.

### Vowel Garden

Make a spring flower garden on the bulletin board. Flowers can be cut from construction paper. Print a word on each flower with a missing silent vowel petal. Make a number of small cards in the shape of petals. Put a vowel letter on each that is needed to fill a "silent vowel" space.

Have pupils take turns putting petals on the flowers in the garden.

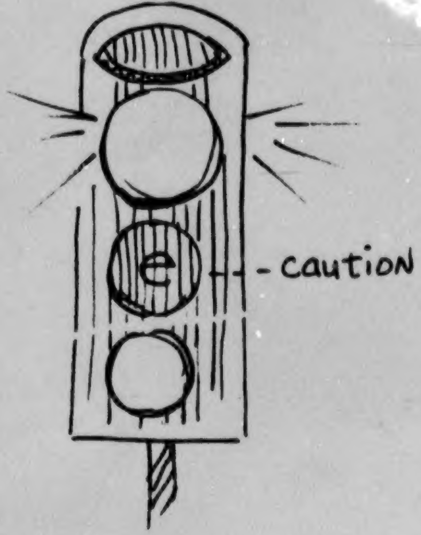


**I.J.**

### Silent Signal E

Write a list of cvc pattern short-vowel words on the board. Have pupils pronounce the words. Then add an *e* marker (silent *e*) to each word. Have pupils read the words again to *hear* the difference the silent *e* makes in the vowel sound in the word. Explain that the *e* may be silent but that it signals a change in the sound of the main vowel sound in the word. Some signal silent *e* words are:

hat — hat*e*
hop — hop*e*
rat — rat*e*
tam — tam*e*
cut — cut*e*
dim — dim*e*
can — can*e*



This activity can become a game by having pupils write pairs of words like the ones above. The pupil writing the largest number of pairs of words wins—if he knows a meaning of each word he writes. This activity can also be used by teams of pupils or by pupil partners.

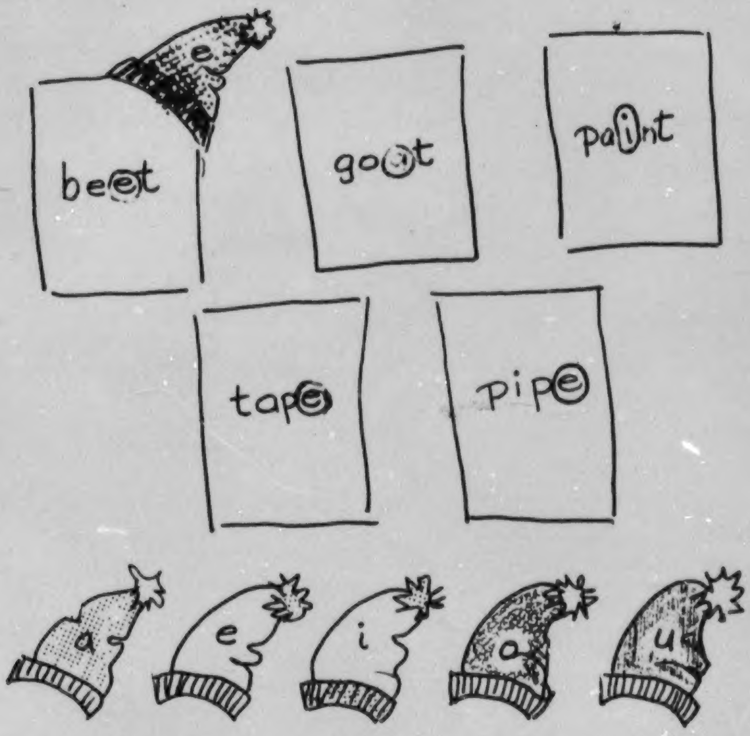
A traffic signal with an *e* on it can be made of tagboard to remind pupils to watch for silent signal *e*'s in the books they read. The caution light can be the *e*—warning the pupil to slow up and look back at the vowel.

**I.J.**

### Sh! I'm Asleep!

Make a number of little nightcaps of different colors. Then make several large word cards for the bulletin board, with each word containing a silent (sleeping) vowel. Have pupils take turns drawing a circle around the sleeping vowel and putting appropriate vowel nightcaps on each card. Thumb tacks or straight pins may be used for "putting on" the nightcaps.

Individuals may play this game, or teams, by putting the words on a chart or on duplicated sheets. A nightcap can be put at the top of the page (if individual worksheets are used) for decoration only and the sleeping vowel can be circled.



**I.J.**

### Have You Heard?

Write a list of popular names on the board that have silent vowels. Have pupils copy the names and strike out each vowel letter that is silent—or letters pupils "don't hear" in the names. Some names that may be used are:

| | | |
|---|---|---|
| Jane | Pete | Steve |
| Kathleen | Mae | Blake |
| Kate | Colleen | Hope |
| Fae | Elain | Jake |

Pupils may also bring from home packaging from favorite foods or magazine ads with trade names of products which have silent vowel letters (Mr. Kleen, Wheaties, etc.).

**I.K.**

## OBJECTIVE

The student will be able to identify the singular nouns when given a set of singular and plural nouns.

### Singular and Plural Bridge

Construct a deck of cards composed of approximately 26 pairs of singular nouns and their matching plurals. The dealer deals all of the cards. The dealer begins the game by leading a card containing a singular noun. Whoever has the matching plural form plays that card and takes the pair. Each player must say the word he plays. The person taking the first pair leads next.

The player with the most pairs wins. If a player does not have a singular noun, the turn passes to the next player on his left.

### Plural Relay

Children are divided into teams. A list of singular words of equivalent difficulty is written on chalkboard for each group. The first member of each team rushes to the board, writes the plural form of the first word, and goes to the end of his line. The relay continues until all words have been changed to the plural form. The first team to complete the list wins.

### Big Brother Booklet

Partners make and illustrate a booklet of singular and plural words to give to a primary class. They include words with plural endings such as *s, es, ves, ies,* and others.

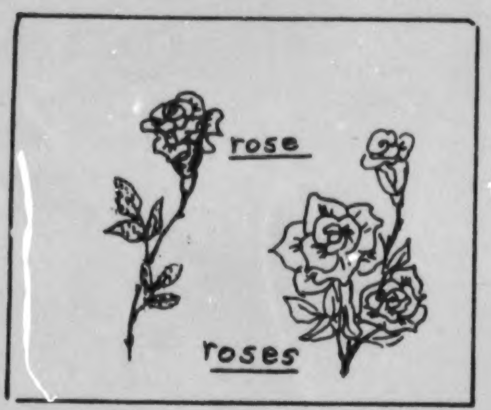
## I.K.

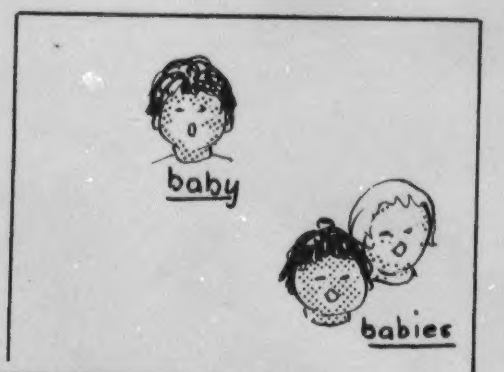
### Follow the Rule

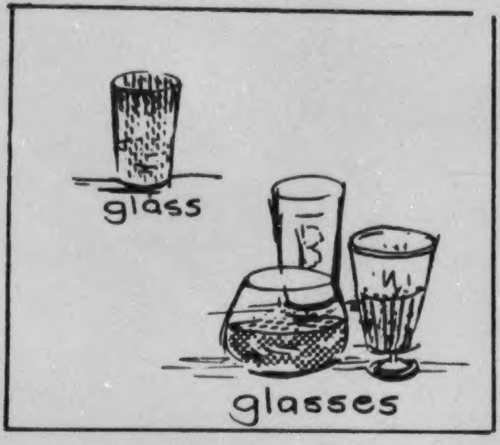
Make three large charts, one each for the following rules:

1. Many words are made plural by adding *s.* (*rose—roses*)
2. Some words are made plural by adding *es.* (*glass—glasses*)
3. When a word ends in *y* preceded by a consonant, change the *y* to *i* and add *es* to make it plural. (*baby—babies*)

Have pupils look in books they are reading to find words that exemplify each rule. Each pupil who finds a word can put it on the chart with his initials by it. The pupil who finds the most words is the class champion.



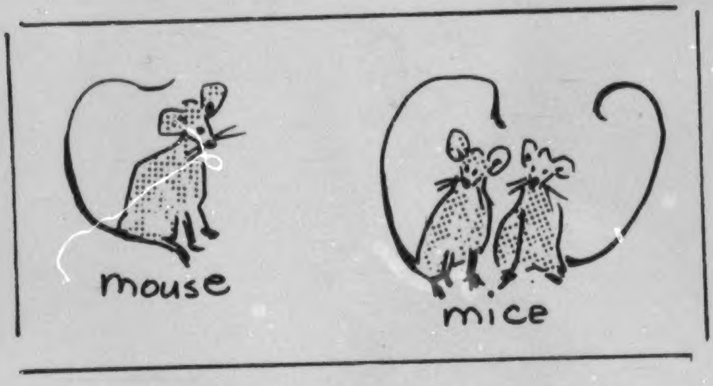


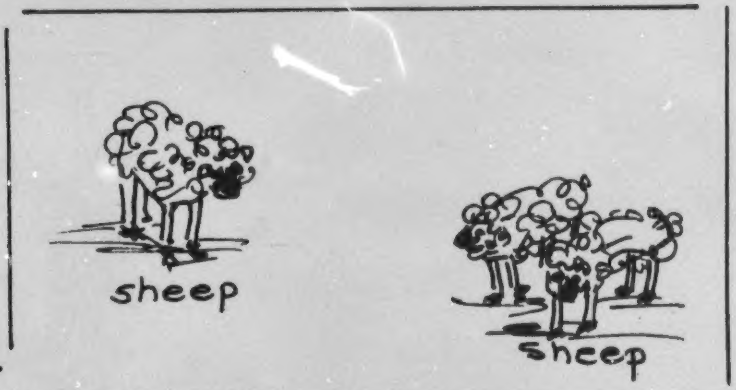


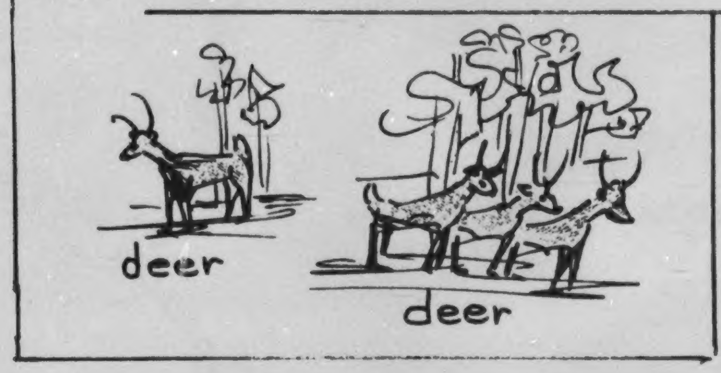
## I.K.

### Funny Families

Have pupils draw or find "group" pictures of words that have irregular plurals. Then have pupils write the singular and plural forms of the funny-family words under each picture. The pictures can be displayed on the bulletin board. Then each pupil can write an original paragraph about the picture he contributes.







**I.L.**

## OBJECTIVE

The student will be able to identify the compound word in a list of words containing one compound word.

### Compounding the Compounds

Have each pupil cut out compound words from magazines, newspapers, books, and other printed materials. Then compile the compound words to construct a classroom collage which can be displayed on the bulletin board.

### Mix and Match

Make two sets of word cards that may become, when combined, compound words. Be certain that each set has the same number of cards. One set may be made of one color and one another to indicate the position of the words in various combining activities. Some words for the cards are:

*blue cards*
police
fire
light
base
under
over

*yellow cards*
house
light
ball
man
paid
cover

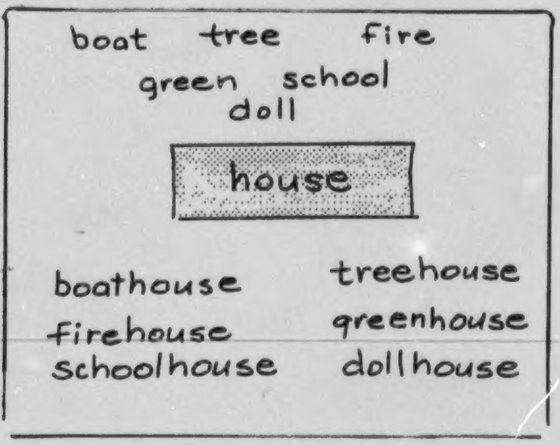
Pupils must combine each blue card with a yellow card to make a word. If any "can't match" cards are left over, the pupil should mix the cards and begin again.

This activity can be enjoyed by one pupil, by pupil partners, or by two small teams of pupils. When used as a team game, each team should be given identical sets of cards. The team matching the words first wins.

**I.L.**

### Go-Togethers

Choose several base words, such as *house, man, room,* etc. Place each of these words in the center of a chart made of tagboard. Have pupils write at the top of the chart a number of words that can precede the base word to make a compound word. Then have pupils write the completed words at the bottom of the chart.



Worksheets can be made instead of larger charts so that individuals may complete this activity.

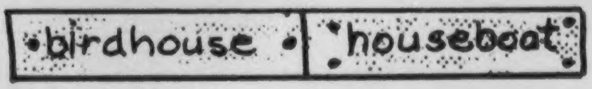
## I.L.

### Compound Dominoes

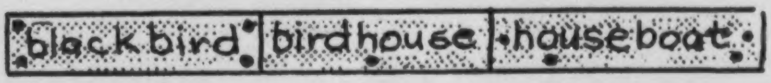
Two or three pupils can play compound dominoes.

Write a number of compound words on cards or heavy paper. Be certain to select for "dominoes" words in "strings"—with the first word in certain compound words matching the last word in other compound words; and then the last word in these compound words matching the first words in a new group, etc. Turn the cards face down and mix them up. Each player draws seven cards. Any cards left over are set aside as the "draw pile."

The first player puts down a card like *birdhouse*. The next player looks to see if he has a card ending with *bird* or beginning with *house*. Let's suppose he plays the card domino *houseboat*.



The next player looks for a word either beginning with *house* or ending with *bird*. He may play the domino word *blackbird*.



If a player can't match either word, he can take cards from the "draw pile" until he gets a word he can play. When the "draw pile" is gone and the pupil has no card to play, he loses his turn.

The first player to play all of his cards is the winner.

## I.L.

### Categories of Compounds

Have pupils try to think of compound words in categories. Have them make class lists of compound words "we ride in" (*airplane, rowboat, boxcar,* etc.); "we think of when we think of weather" (*raindrops, snowflake, rainbow, snowman, thunderstorm,* etc.)

This activity is valuable not only in teaching compound words, but also in helping extend pupils vocabularies.

More mature pupils may enjoy learning how certain words have been "compounded." They can make lists of two-word compounds like *ice cream;* hyphenated compounds, like *over-all;* and some "together" compounds like *mailbox*. Have pupils use dictionaries to find and list compound words of each type.

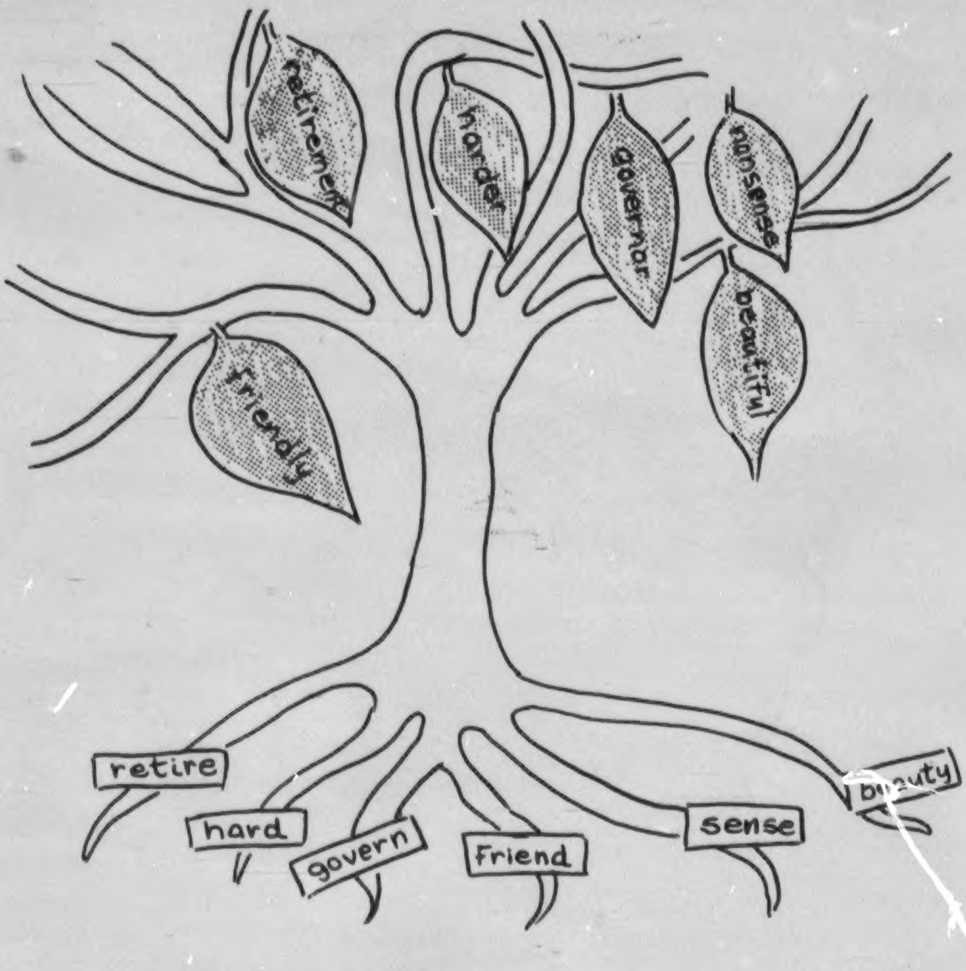
## I.M.

## OBJECTIVE

The student will demonstrate an understanding of root words by identifying the roots of given words to which beginnings or endings have been added.

**Word Tree**

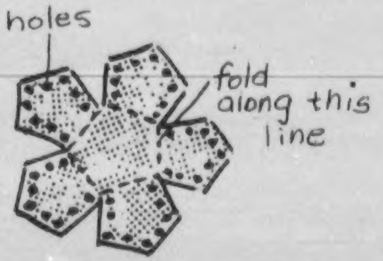
Cut out a large tree from heavy paper. Make green paper leaves with words written on them. Then write the root of each of these words on the roots of the tree. Have each pupil select a root and find a leaf to "grow" from it.

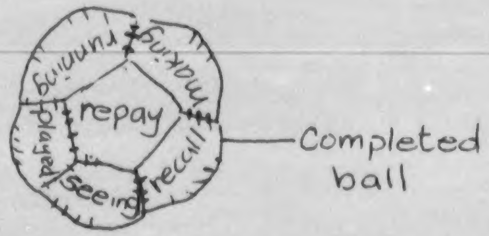

retirement
harder
governor
nonsense
beautiful
friendly
retire
hard
govern
Friend
sense
beauty

## I.M.

**Hot Potato**

Out of poster board, cut two shapes like the one at the left. Write a root word with a beginning or ending on each of the surfaces and cover with contact paper. Punch holes along each edge of the shapes and sew them together with yarn.


holes
fold along this line


running
marking
repay
played
recall
seeing
Completed ball

Have pupils sit in a circle. As the ball is passed around the circle, each player must read the word appearing on the face of the ball and say the root word. A player who misses is out.

The last player left in the circle is the winner.

### Busy Bases

Some words are used very frequently as root or base words. Such words are good activity starters—with pupils asked to see how many words they can build from the same word by adding affixes.

| | |
|---|---|
| *fair* | *fair*ly<br>un*fair*<br>*fair*ness<br>*fair*er<br>*fair*est |
| *sense* | *sens*ing<br>*sens*ed<br>non*sense*<br>*sense*less<br>*sens*ible<br>*sens*itive<br>in*sens*itive<br>*sens*es |

Word groups formed can be discussed with the class. This activity may be useful not only in helping pupils see how root words are expanded to form new words, but also in helping pupils refine their understanding of various word meanings.

## I.M.

### Snip Snap

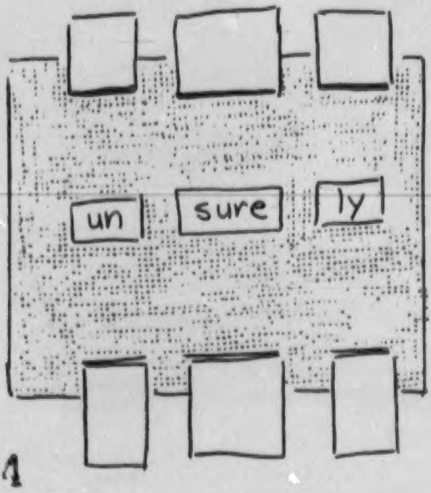
Write on slips of paper words made from root words with affixes added. Have each pupil cut his words into "parts" and put the parts in an envelope along with a folded list of the words as they originally were. Then have pupils exchange envelopes and try to put the words together again.

The first pupil to complete the words should check them with the "folded list." If he is correct, he is the winner.

The "word parts" envelopes can be prepared in advance with the same parts in each envelope—and no answer key. The answers can be checked against a master list—so pupils can't "peep" as they build the words.

### Slide-A-Word

Out of one side of a manila folder, make a three-slide tachistoscope.



## I.M.

Write prefixes on the first slider, root words on the second slider, and suffixes on the third.

Have pupils work in a three-member team. Each member pulls one slide. If a real word results, the team secretary copies it. The team sees how many words it can develop.

When the first team has "given up," another team begins; then another; then another; etc.

The team making the most words wins.

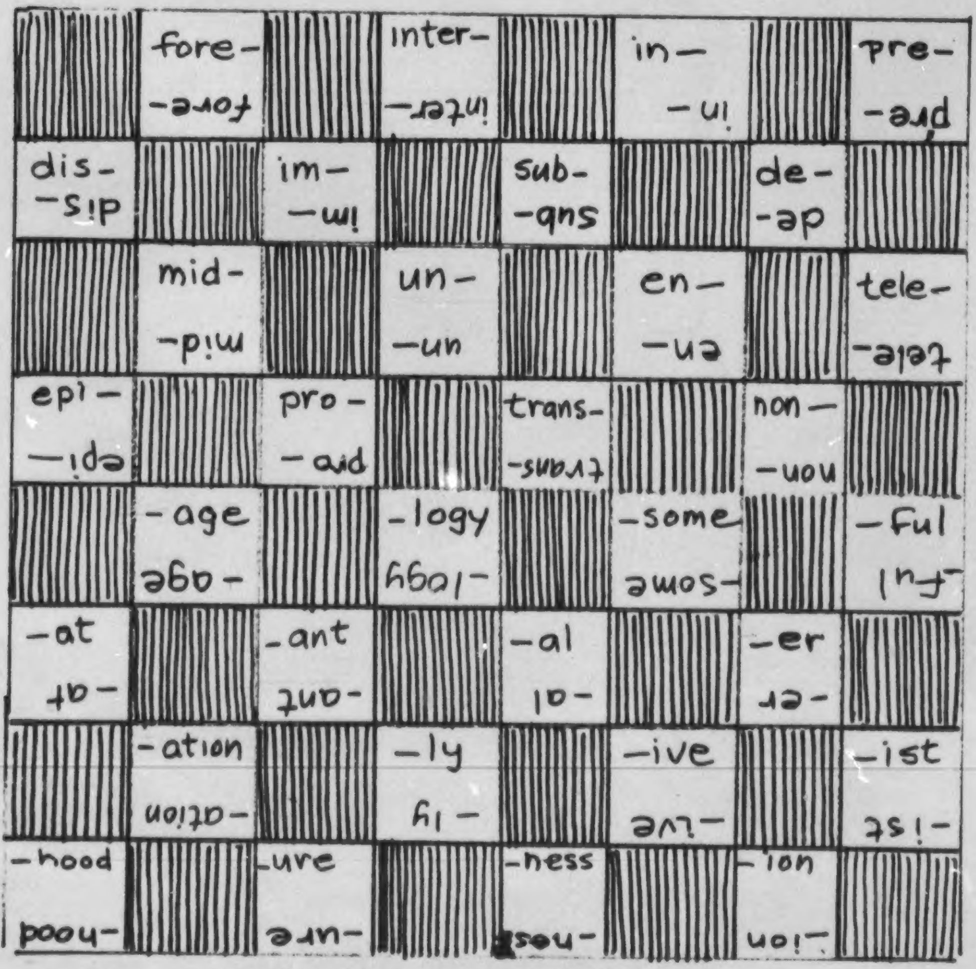
## I.N.

### OBJECTIVE

The student will be able to select a word containing a prefix from a list of words.

**Check-up**

This game is played like regular checkers. Each player places his checkers on the squares on his side of the board containing prefixes. As each player moves his checkers, he must give a word containing the prefix printed on the square on which he lands. If unable to come up with an appropriate word, the player must return to his previous position. It then becomes the opponent's turn.



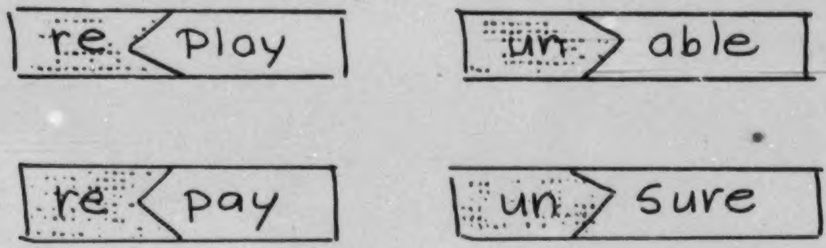
| | | | | | | | |
|---|---|---|---|---|---|---|---|
| ▨ | fore-<br>fore- | ▨ | inter-<br>inter- | ▨ | in-<br>in- | ▨ | pre-<br>pre- |
| dis-<br>dis- | ▨ | im-<br>im- | ▨ | sub-<br>sub- | ▨ | de-<br>de- | ▨ |
| ▨ | mid-<br>mid- | ▨ | un-<br>un- | ▨ | en-<br>en- | ▨ | tele-<br>tele- |
| epi-<br>epi- | ▨ | pro-<br>pro- | ▨ | trans-<br>trans- | ▨ | non-<br>non- | ▨ |
| ▨ | -age<br>-age | ▨ | -logy<br>-logy | ▨ | -some<br>-some | ▨ | -ful<br>-ful |
| -at<br>-at | ▨ | -ant<br>-ant | ▨ | -al<br>-al | ▨ | -er<br>-er | ▨ |
| ▨ | -ation<br>-ation | ▨ | -ly<br>-ly | ▨ | -ive<br>-ive | ▨ | -ist<br>-ist |
| -hood<br>-hood | ▨ | -ure<br>-ure | ▨ | -ness<br>-ness | ▨ | -ion<br>-ion | ▨ |

**I.N.**

### Puzzle Pieces

Write words with prefixes on cards. Cut cards into two puzzle pieces with a prefix on one part and a root word on the other. Be certain that words with the same prefix are cut in the same pattern.

Have pupils put the puzzles together as rapidly as possible and then read each word they assemble.



### The Naughty Not's

Write on the chalkboard several prefixes that have negative meanings. Some that can be listed are:

*non* *dis*
*un* *in*

Then have pupils think of words that have been changed by *not* prefixes and see how their meanings have been changed.

*un*fair *non*sense *dis*agree *in*active

Have pupils think of other words that begin with the naughty *not's*—or find them in books they are reading.

**I.N.**

### Prepping for Prefixes

Give pupils a list of popular prefixes. Have them find a meaning for each in the dictionary. Then have them try to write one word to illustrate each one.

Have pupils divide into teams, compare lists, and make team prefix notebooks. The notebooks can be lent to other classes or placed in the library on display.

### Choose and Check

Make a number of word cards, with some words containing prefixes. Put the cards in a box. Have a pupil leader draw cards from the box one at a time. Each word displayed should be shown to the group for all to see. Each pupil should write *yes* on his paper if the word begins with a prefix—and *no* if it does not. Each card should have *yes* or *no* on the back so that pupils can check their answers.

Leaders can be changed after several words are shown.

This game can be played orally with pupils working in teams and responding *yes* or *no* in turn as the leader acknowledges them. The team getting the most correct answers wins.

## I.O.

## OBJECTIVE

The student will be able to select a word containing a suffix from a list of words.

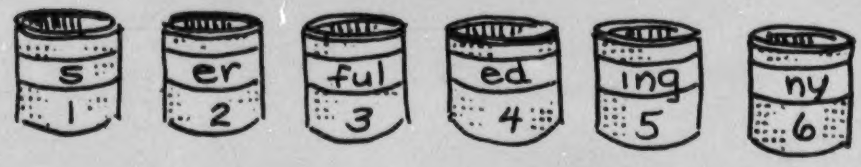
### Suffix Canball

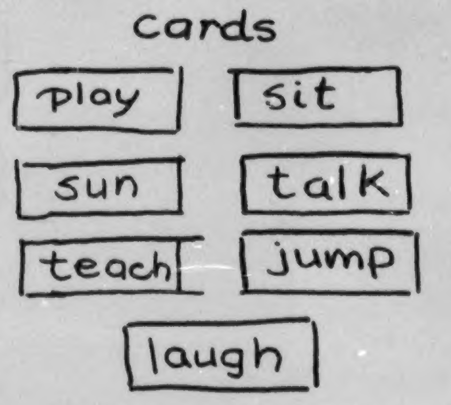
Get six coffee cans. Paste a different suffix on each can (*s, er, ful, ed, ing,* etc.), along with a numeral from one to six. Make a number of "root" or "base" cards.

The first player takes the top card, pronounces the word, and looks at the word endings on the cans.

If one of the endings added to the word forms a word, he tries to throw a ball into the appropriate can and pronounce the word. The number on the can is recorded as his score if he gets the ball in the can and can say the word.

The player with the most points at the end of the game is the winner.





## I.O.

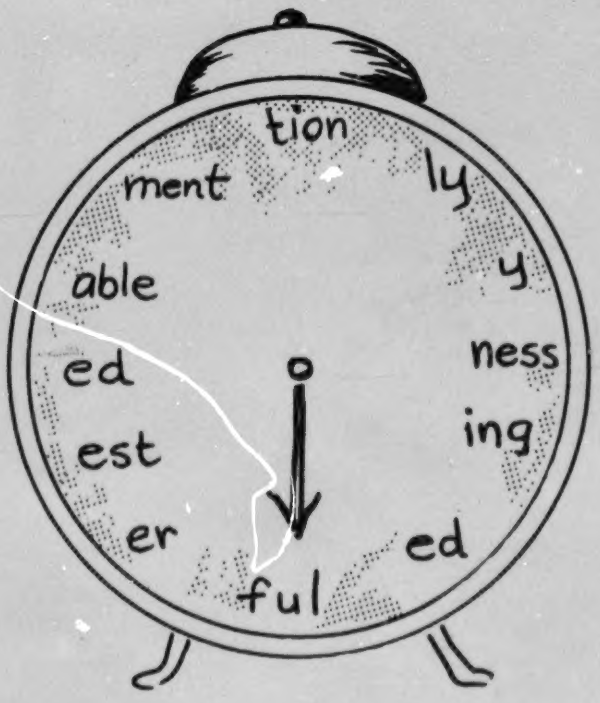
### Clock the Suffix

Make a clock face. Write a suffix where each numeral would ordinarily go. Put one hand on the clock.

Then make two separate stacks of 12 small cards with a base or root word on each card. Number the cards from 1-12. The suffixes on the clock should go with the words on the cards so that the one o'clock suffix can be combined with card number 1 from each set of cards; the two o'clock suffix can be combined with card number 2, etc.

Distribute the two sets of cards to each of two teams. Have a pupil spin the clock hand. Then have the pupil from each team who has the word card for the "suffix hour" where the hand stops say the base word with the suffix added. A correct answer scores a point, and the pupil gives up a card.

Continue the game until a team has given up all of its cards. This team is the winner.



## I.O.

### Ly Magic

Explain to pupils that adding the suffix *ly* can change a word from one that tells *about something* to one that tells *how something is done.*

He is a *kind* man.
He treated me *kindly.*

Have pupils make *ly* words from adjectives—such as *pure—purely; sure—surely; mad—madly; clever—cleverly; complete—completely;* etc. and see what *ly* can do.

Pupils can write sentences using first the original words and then the words made with *ly*. The class can then make charts of the sentences they write—with the adjectives and *ly* words underlined.

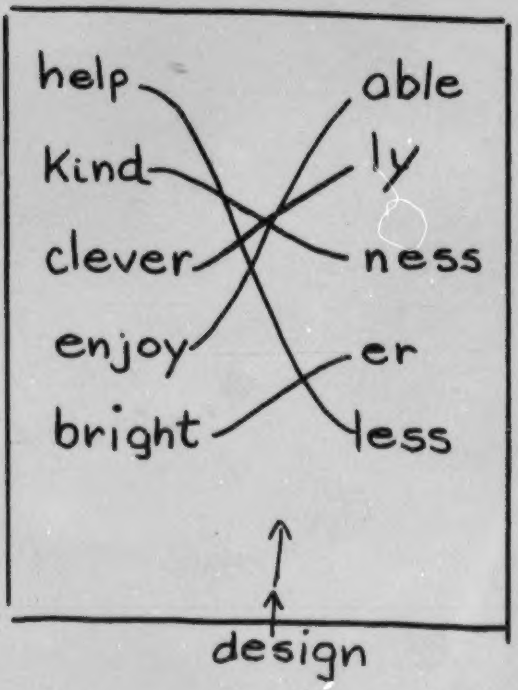
### String-A-Word

Place some word cards on the left of a pegboard. Put a peg to the right of each word. Then put several suffixes on the right of the pegboard with a peg to the left of each.

Get some brightly colored yarn. Attach the yarn to the pegs. Have pupils string yarn from each word on the left to a suffix on the right. If a different colored yarn (yarn can be bought in bundles) is used for each word, a bright string-art-type pattern will emerge.

Push-pins or burlap may also be used for affixing the yarn.

When the "stringing" is completed, the words and suffixes can be removed for the class to enjoy the design made.

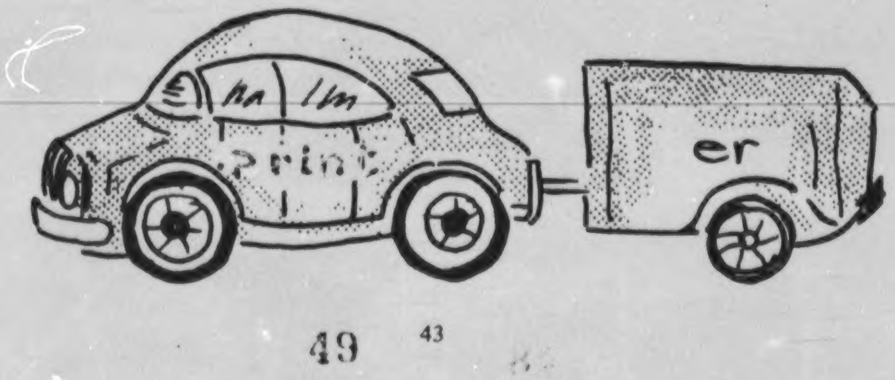

help
kind
clever
enjoy
bright
able
ly
ness
er
less
design

Changing the position of the words and the suffixes will produce new designs. Also, different words and suffixes can be used to make a wide assortment of possible designs.

**Tack-ons**

Get some push-pins or thumbtacks. Put some base words on a burlap-covered board with a space after each where a suffix can be added. Write a number of suffixes on brightly colored paper. Distribute a suffix to each of several pupils and have the pupils one-by-one tack-on the suffixes.

The suffixes, for variety, can be in the shape of campers and the base words in the shape of cars—then car-camper units are made.



**I.P.**

## OBJECTIVE

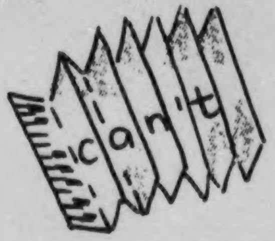
The student will demonstrate a comprehension of contractions when presented given pairs of words by identifying contractions formed by combining each pair.

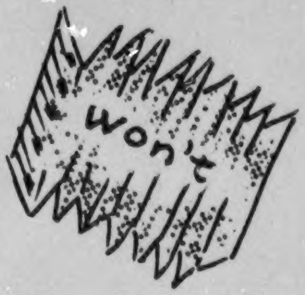
### The Big Squeeze

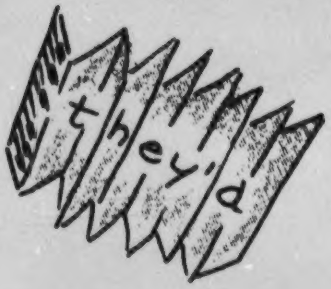
Make a number of small word cards of brightly colored construction paper shaped like accordions. Write a contraction on each accordion.

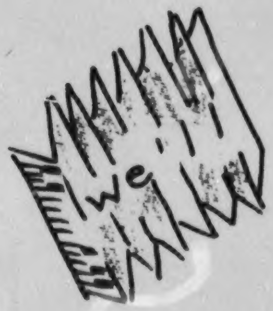
Distribute the accordions and have pupils say aloud the two or three words represented by each contraction. If this activity is used as a game, two teams can play. A player gets a point for each correct answer (which can be placed on the back of each accordion). The team getting the most points wins.

Individual pupils can also be given several accordions and asked to write their responses.









**I.P.**

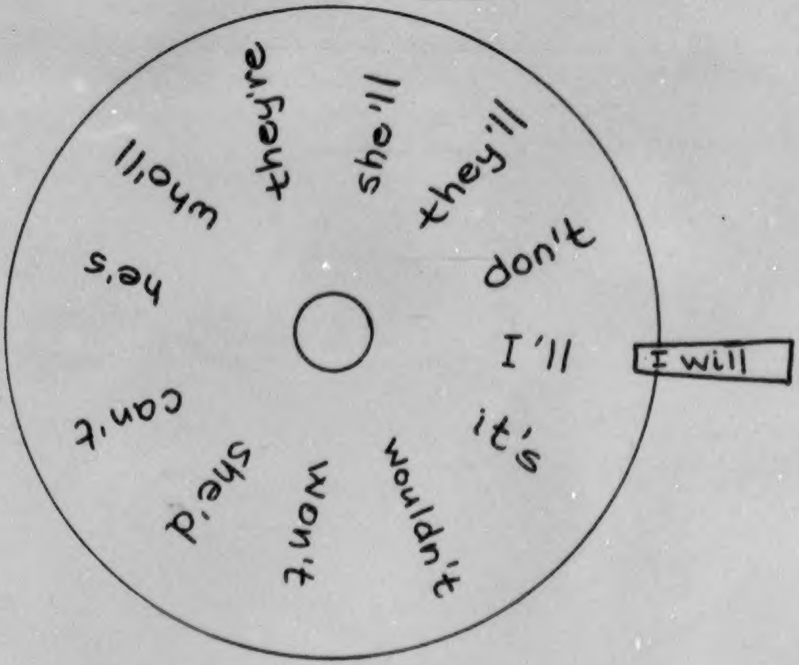
### Pin the Words

A wheel with many contractions can be made. The words from which each contraction is made can be put on clothespins. Pupils can then pin the correct clothespin to each contraction.

### The It's or Its Spook

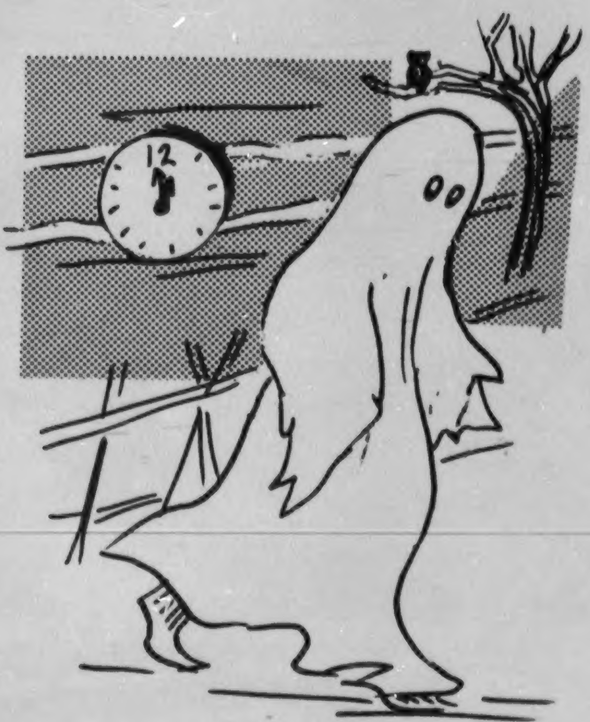
Since *it's* means *it is* (is a contraction) and *its* is a possessive form of *it*, the words *it's* and *its* are often confused by pupils.

Write a paragraph with *it's* and *its* appearing several times in the context but left out in the version of the paragraph given to pupils. Have pupils copy the paragraph and put *it's* or *its* in each blank.


they're
she'll
they'll
don't
I'll
I will
it's
wouldn't
won't
she'd
can't
he's
who'll

**I.P.**

Other contractions can be used in the paragraph. After pupils copy the paragraph with the "filled-in" contractions, they can rewrite it with *no* contractions—by supplying the words from which each contraction was made. A sample paragraph is:



When ______ twelve o'clock, some people say a ghost takes ______ midnight walk on our street. I don't believe ______ a true story, but I won't say ______ not. ______ not a story that many people believe, but ______ a good story. I wonder what will happen if I ever see a ghost taking ______ walk.

### The Not's Have It

The word *not* is used to help form many contractions. Have two teams of pupils write a list of as many *not* contractions as possible with the two words for each contraction by it. The team having the largest list wins. This activity can be timed so that pupils have to work rapidly and accurately.

Some words they may write are:

*don't* — *do not*
*won't* — *will not*
*shouldn't* — *should not*
*aren't* — *are not*

## I.P.

### Two for One

Write a list of contractions on a worksheet with a blank by each one. Have pupils write in the blanks the two words from which each contraction was made.

This same activity can become a game if contractions are written on group-size cards and displayed to pupils so that each player in turn can name the two words for each contraction. If a player misses, he is out.

Each correct answer counts one point. The team getting the most points wins.

## I.Q.

## OBJECTIVE

The student will demonstrate an understanding of the use of the apostrophe showing possession by selecting the correct singular or plural possessive form to fill the blank in given sentences.

### P or C

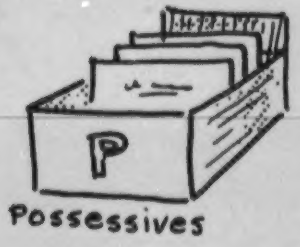
Write as a worksheet a list of possessives and contractions with an apostrophe in each.

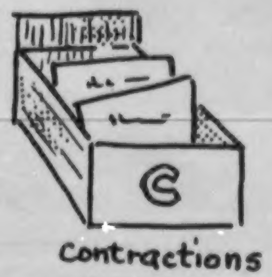
Have pupils copy the list and write *P* or *C* after each word to indicate whether it is a possessive form or a contraction.

A game version of this activity can be made by writing words on cards and having pupils assort them into a P box and a C box.

In selecting words for this activity, be certain to avoid using words that may be both a possessive form and a contraction.

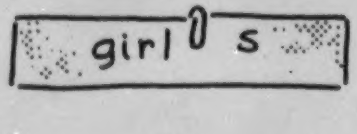
Such a word is *Mary's*, for example.





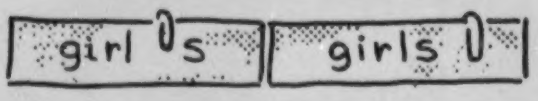
### Clip the Possessives

A number of nouns that can be both plural and possessive (with the addition of an apostrophe in the instance of possessives) can be written on cards, *i.e., cats, horses, girls,* etc. Pupils can be given the cards and several paper clips. The paper clips can then be put on the cards to indicate where apostrophes would go to make possessives.



**I.Q.**

The same activity can be used to provide practice in making singular possessives plural. Singular possessives like *girl's* can be made plural by moving the "apostrophe paper clip."



### Whose Is It?

Practice in forming possessives can be provided by writing on the chalkboard the names of a number of things pupils may own. Then have each pupil "give" each item to someone in the class by writing a pupil's name in the possessive form with the name of the object.

Mary's pencil
John's book
Joe's shirt

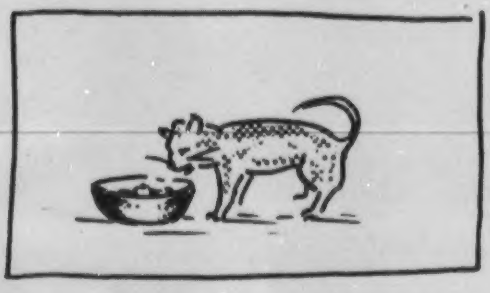
This activity can help pupils see how apostrophes help form possessives and also provide practice in recognizing various basic sight words.

### One-liner Stories

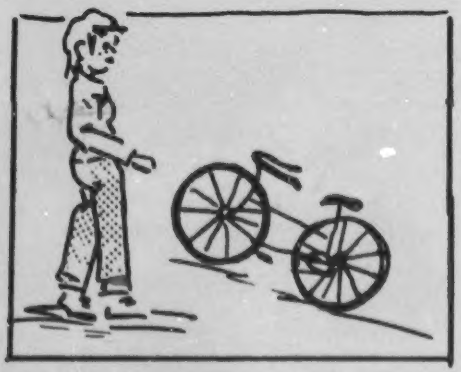
Make several picture cards showing a person or an animal with an object. Pictures from magazines may be used. Then have pupils write a one-liner story about each picture with a possessive form in it.

**I.Q.**

The cat's new bowl is red.



Joe's bicycle is like mine.



### One or More

The singular and plural possessive forms of a number of nouns can be written on cards—with the two possessive forms of each word on separate cards. The cards can be shuffled, and six cards can be dealt to each of two or more players.

Matching pairs of possessives (singular and plural) make a set or book.

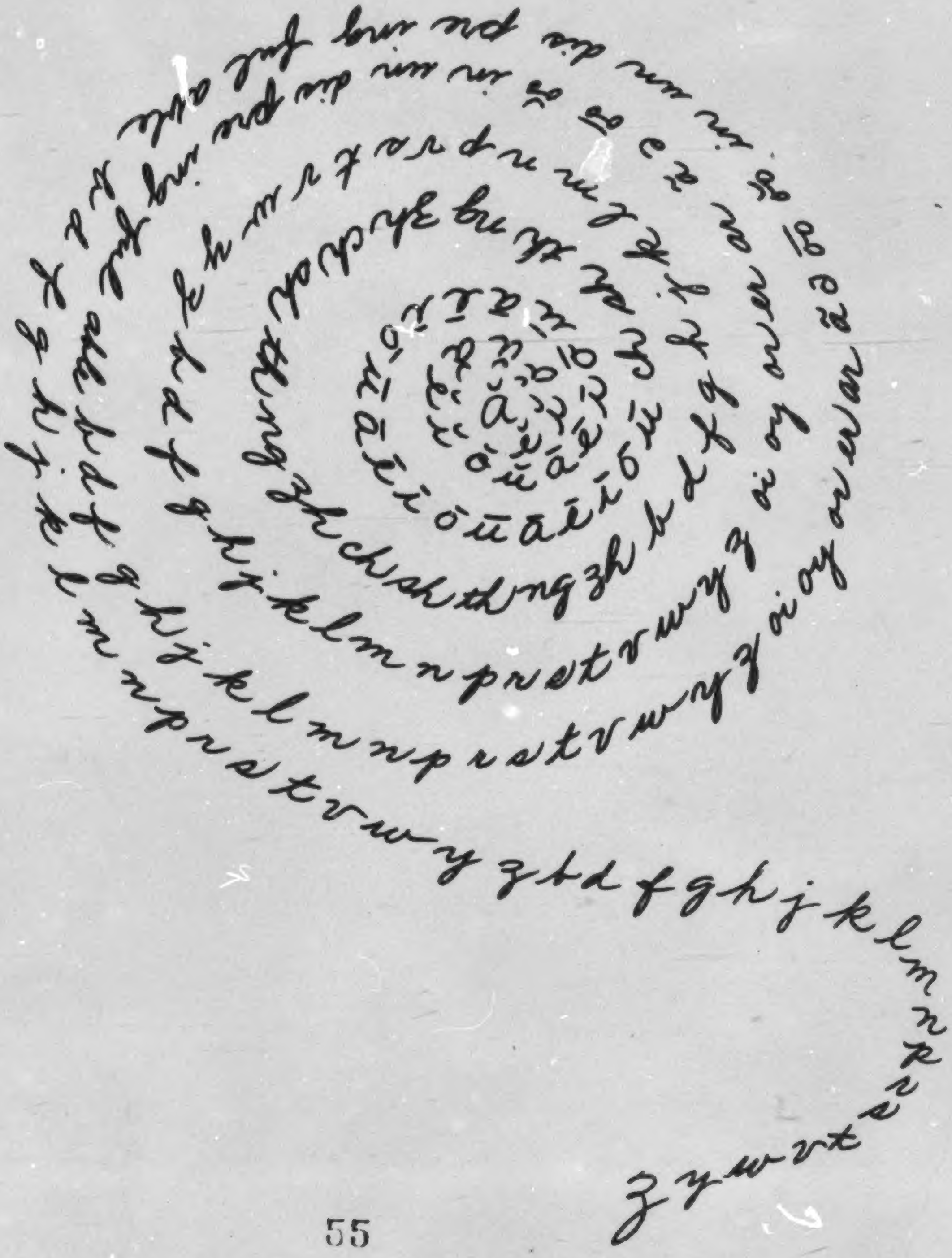
First, pupils dealt matching pairs can put their books on the table—if they can tell which card is a singular and which is a plural possessive. If they can't identify the singular possessive and plural possessive forms, they must keep the cards until their next turn.

Each player can draw from the remaining cards, turned face down in a stack on the table, or take the discard pile if he has a matching possessive card. At each turn a player has the opportunity of drawing a card or taking the pile. Taking the pile gives the player the chance to make books, but the goal of the game is to give up all of one's cards—so the players must remember the discards and know whether taking the pile will help them, a practice which helps reinforce memory.

This game is similar to other card games, with each player taking turns and either drawing a card or taking the pile (if he has the match for the card on top), but the difference is the goal—of giving up all cards rather than the goal of seeing how many books one can get. The latter may become an alternate goal.

# II

# VOCABULARY



m n p r s t v w y z t d f g h j k l m n p r s t v w y z

## II.A. VOCABULARY

### OBJECTIVE

The student will demonstrate knowledge of the 220 most frequently used words (Dolch Basic Word List) by saying the given word.

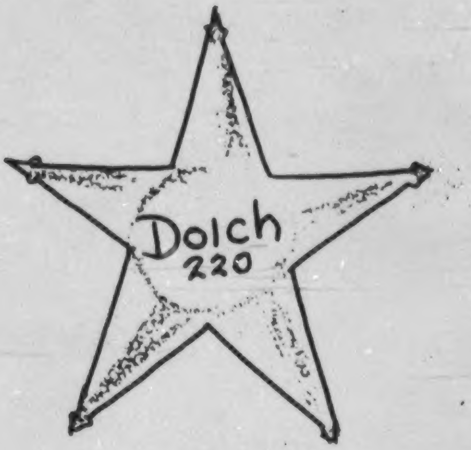
**Look and Listen**

Write three or four Dolch words on the chalkboard. Say a sentence using all the words on the chalkboard except one. Have pupils look for the missing word and write it on a paper. The pupil with the correct answer can become leader and decide which word to omit next.

**Catching Dolch Dodgers**

Identify the pupils who can recognize all Dolch words. Make a Dolch Sheriff Badge for each of these pupils and deputize them.

For each pupil who still doesn't recognize some words, make a pack of cards containing any Dolch words he doesn't know on sight. He can then study his words. Later he can ask a partner (a Dolch Sheriff) to flash the cards quickly. He can give up each card he recognizes. As soon as the pupil's cards are learned, he is given a Dolch Word Sheriff's Badge to wear, and he can check another pupil who is learning the words.



## II.A.

**Dolch Popularity Contest**

Have each of three or four pupils (players) draw from a small group of cards one of the very popular Dolch words (*by, with, for, in, and, but,* etc.). The word drawn becomes that pupil's special word. Then give each pupil a different colored marking pen.

Have each pupil review the front page of a daily paper to underline or mark out his Dolch Word each time it appears. He should count the number of marks he makes. The person making the most marks has the most popular word and wins the Dolch Popularity Contest.

This activity can be repeated numerous times by changing each pupil's word.

**Dolch Derby**

Make a gameboard with a race track design marked off into squares. Leave some of the squares empty, and color the others red. Use horses (paper or toy) for markers. Then make two stacks of cards—of two different colors—one with Dolch words and numbers on them (white) and one with phrases and numbers on them (red).

The first player draws a white card and reads it to the person on his left. If he says the word correctly, he can move his horse the number of spaces indicated. Each player does the same. When a player lands on a red square, he must take a card from the second pile and read the phrase on it. If he can't read the phrase, he moves *back* the number of spaces indicated on that card.

The first player to reach the end of the track wins the race.

The gameboard made for this game may also be used with other games.

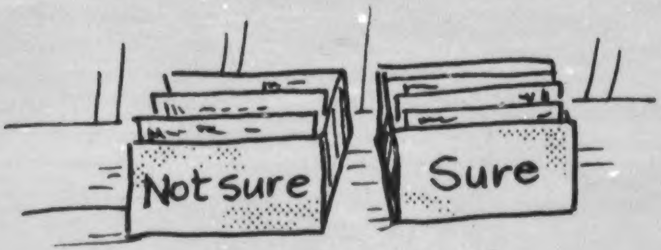
## II.A.

### How Sure Are You?

Make for each pupil having difficulty learning the Dolch Words (from sight) a pack of Dolch Word Cards (or buy him a commercial set). Then give him two small boxes—each large enough to hold the entire set.

As a pupil learns a word at the mastery level, it can be put into his "Sure" box. Words still being studied or yet to be studied remain in a "Not Sure" box. Each day a partner can select any ten words from the "Sure" box and flash them. Any word missed goes back into the "Not Sure" box.

The goal is to have all 220 words in the "Sure" box. When the pupil can automatically recognize each word in the "Sure" box with no difficulty, his name can be posted on a Dolch Honor Roll; or some other reward can be given to him.



Dolch Word
Boxes

## II.B.

## OBJECTIVE

The student will be able to match given words with their correct definitions.

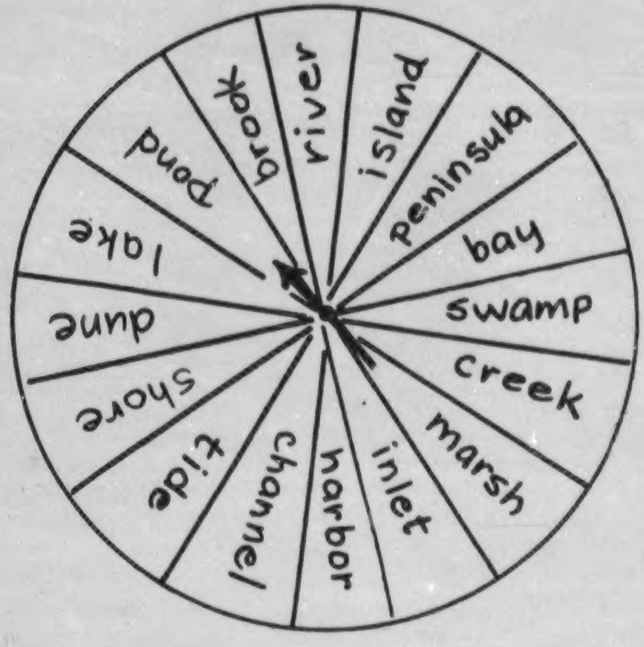
### Spin A Word

To build vocabulary, keep a list of new words related to a unit of study. Use poster board to construct a wheel. Attach it with an arrow to a whole sheet of poster board. Print new words between the spokes of the wheel. Print word definitions on small cards. Divide the definition cards between two teams.

Have a pupil "Spin A Word" and ask who has the definition to match it. Each correct answer scores one point. The team scoring the highest number of points wins the game.

This game can also be used by individual pupils in a learning center. Pupils may draw a picture to illustrate certain words.

Wet Words



## II.B.

### Word Pictures

Mount interesting pictures of single objects on cards. Then have pupils list as many adjectives describing each object as possible. Cards and lists can be exchanged. Any word that is not appropriate can be stricken from a list. The individual or team listing the most adjectives wins.

To heighten competition, the same picture can be given to each of several players or teams.

### Word Secrets

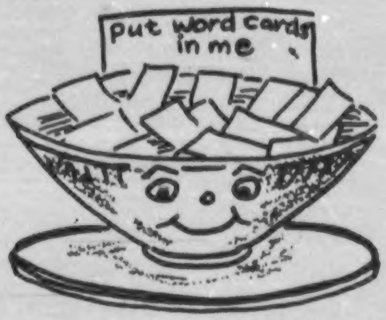
Divide the class into two teams, and send one representative from each team out of the classroom. Let the class choose a secret word (a verb or noun is usually best). Have conteststants re-enter the room. Each, in turn, may call on a member of his own team for a clue to the secret word.

The child who guesses the word first wins a point for his team. Each contestant is allowed three guesses. When a point has been scored, two new contestants leave the room and a new secret word is chosen.

### Tub-a-Word

Use margarine tubs, decorated and labeled, to help pupils develop word classification skills.

Put happy faces on margarine containers, or any other similar containers, with the lid fastened to the bottom. On the back of each tub tape a card to tell what kind of word should be placed in it—"fruit" words, "time" words, "animal" words, etc. Make a number of word cards for each tub (and to increase thinking skills some that don't belong in either). Place the word cards in a can, and have pupils classify them.


put word cards in me

**"Going" and "Coming" Words**

Some words are "passing on" while other "coming" words are taking their places. Have pupils examine some sentences with out-of-date words in them and substitute for each "going" word a "coming" word.

Some sentences with "going" words are:

1. Mother has a new *parasol.*
2. We played a record on the *victrola.*
3. Put the cheese in the *ice box.*
4. Our dishes are in the china *press.*
5. My sister bought a *purse* to match her shoes.
6. Her *petticoat* is showing.

New words:

1. *umbrella*
2. *hi-fi; stereo*
3. *frig; refrigerator*
4. *closet; cabinet*
5. *bag; pocketbook*
6. *slip*

Encourage pupils to use dictionaries in completing this and other word-meaning exercises and activities.

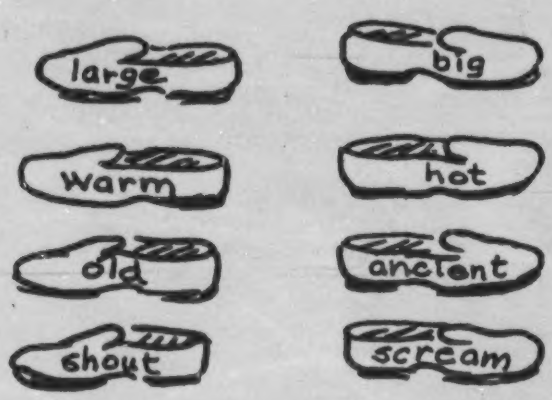
## II.C.

## OBJECTIVE

The student will be able to demonstrate a comprehension of synonyms, antonyms, and homonyms by identifying words that have the same meaning, the opposite meaning, or words that have the same sound but which are spelled differently.

### Synonym Slippers

Make two sets of cards in the shape of slippers, with one set containing a word on each slipper for which there is a synonym in the other set. Have a pupil, pupil partners, or a team of pupils match the synonyms or pairs of slippers (sets of cards) as quickly as possible. The player(s) who finishes first wins.



### Word Exchange

Write a paragraph and duplicate it to distribute to pupils. Underline certain words. Ask pupils to supply another word (synonym) for each word underlined. Then have pupils read their paragraphs aloud. Have the groups see how many different paragraphs are written—all with the same meaning. (Words with meanings different enough to change the total meaning of the paragraph are not suitable). A paragraph that can be used is:

**II.C.**

The *chilly* wind blew *briskly* against the *woman* as she crossed the *crowded street*. She did not *see* a *truck* coming—etc.

The (*cold*) wind blew (*strongly*) against the (*lady*) as she crossed the (*busy*) (*road*). She did not (*notice*) a (*pick-up*) coming—etc.

Several of the completed paragraphs may be posted on the bulletin board.

### Silly or Sensible?

Write on the chalkboard sentences with "silly" words in them—words that sound all right but that don't make sense because an inappropriate spelling has been used. Have pupils copy the sentences and write a homonym for each "silly" word. Silly words should be underlined so that pupils are alerted to their inappropriateness.

Some sample sentences are:

1. We drank a cup of *tee*.
2. In church we sang a *him*.
3. A *dear* ran across the road.
4. We picked *pairs* from the tree.
5. He hurt his *I*.

This activity can also be developed with some silly and some sensible words. Pupils can be asked to decide which words are "silly" and therefore need to be changed.

Having to make this decision will make the exercise more difficult.

**II.C.**

### Pigskin Word Play

Draw a football field on a sheet of tagboard. Make a cardboard football. Put the "field" on a table that pupils can stand around. Place the ball on the 50-yard line.

Divide the class into two teams, for example, the *Heres* and the *Theres*. Let the teams draw for possession of the ball. If the *Here* team gets possession, a player is given a word for which he must name an opposite word. If he answers correctly, the football is moved 10 yards—to the *Theres* 40-yard line. Then a *Theres* player is given a word. If he names an antonym for it, the ball is moved 10 yards again —back to the 50-yard line. The *Heres* get the next turn, and the teams alternate turns thereafter. Each correct answer moves the given team forward 10 yards.

When a player misses an answer, the ball does not move.

The first team that reaches the opponent's goal line makes a touchdown and receives six points.

The class can keep a scoreboard and set a time limit for the game.

The "football" concept can be used for synonyms and homonyms, as well as for antonyms.

## II.C.

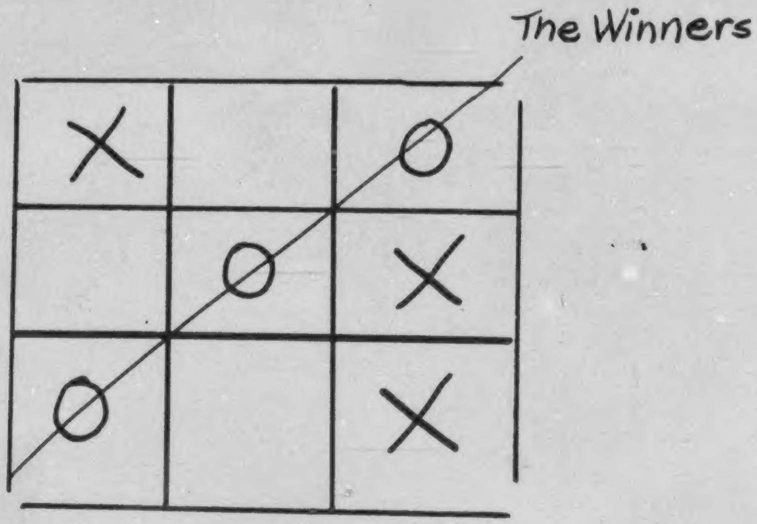
### Old Favorite—Tic, Tac, Toe

Draw a large tic-tac-toe game on the chalkboard. Divide the class into two teams. Have pupils choose their own symbols for the game (X—0, etc.)

Name a word and ask the first player to supply a synonym (or an antonym). If the first player answers correctly, he or she can draw his team's mark in any square on the chalkboard. If the player misses, no mark can be made.

The teams should take turns as the game continues until one or the other side has a straight row of marks in a horizontal, vertical, or diagonal line.

For variety, if the chalkboard is magnetic, colorful team markers can be used—or the game can be reproduced on individual sheets for use by partners. When partners play, a third person to call a list of words prepared for this game may be needed.



How Many...?
When....?
Where...?
Who...?
What...?
How Much...?
Which....?

# III
# LITERAL COMPREHENSION

## III. A. LITERAL COMPREHENSION

## OBJECTIVE

The student will demonstrate the ability to recall specifics about a story he has read by choosing the correct answers to questions based on the story.

### Focused Reading

Prepare several paragraphs to be read silently by individual pupils. Focus each paragraph on one type of detail (numbers, colors, times, etc.). Then prepare the same paragraphs with the "focus details" omitted. Have pupils supply them.

This activity will help pupils focus their attention on one type of detail and therefore promote recall. As pupils gain facility in recalling one type of detail, two types can become the "focus" simultaneously.

An example of a "focus-on-numbers" paragraph is:

> Nine boys went on a three-day hiking trip. They walked five miles. After they had walked one mile, they stopped for ten minutes. One boy drank four cups of water. He has three brothers. They all had wanted to go on the trip, but only two went. Six boys had sore feet for the next five days.
>
> ______ boys went on a ______-day hiking trip. They walked ______ miles. After they had walked ______ mile, they stopped for ______ minutes. One boy drank ______ cups of water. He has ______ brothers. They all had wanted to go on the trip, but only ______ went. ______ boys had sore feet for the next ______ days.

This activity can become a game with team members taking turns supplying the number details orally.

## III.A.

### The Five W's

Cut several lead paragraphs (that include the *who, what, where, when, why* of an incident) from newspaper stories. Paste them on individual cards. On the back of each card write: *Who? What? Where? When? Why?*

Have each pupil write on paper answers to the questions on a card. Then have each paragraph read orally by the pupil who has it and ask the class to supply quickly answers to the five *W* questions.

After such practice in class, pupils can find their own lead paragraphs in newspapers and underline the *who, what, where, when, why* details. Again the class or group can share their findings.

### Find Out

Each pupil should be furnished a city newspaper. Questions should be asked, the answers to which are found in the paper. Questions may be typed and pasted on cards for future use.

The pupil examines the paper and locates the answers to his questions. A sample problem is:

> You want to watch TV. Find a show you want to see. What is the name of the show? On what channel is it playing? What time does it begin? What time does it end?
>
> Write the answer to each question in complete sentences.

## III.A.

### Fact Finders

Read a descriptive paragraph to the class. Tell them to listen as carefully as possible. No other directions are given. After the paragraph is read, give each of two teams sets of phrase cards—with some containing details from the story and some containing details that were *not* in the story. Each team should sort the cards as being from the story or *not* from the story. Various details can carry one to three points. Incorrect details can take away one to three points. The team getting the most points wins.

**Picture or Story?**

Supply a small group of pupils with a picture and a paragraph related to it. Have them study the picture and read the story. Then have them (or a group secretary) make two lists of details:

1. *details they learn from the picture but are not mentioned in the story*
2. *details they learn from the story but are not depicted in the picture*

This is a THINK type of activity which is excellent for small discussion groups. It can also be adapted for use at an individual learning station. Pictures used should be interesting and sufficiently detailed to encourage pupils to discuss them "in detail." An excellent source of such pictures is discarded geography texts or workbooks.

Other graphic aids (tables, charts, etc.) with accompanying text material can also be used for this activity.

## III.B.

## OBJECTIVE

The student will be able to identify from a list of responses the response which indicates that specific directions have been correctly followed.

**Do As You Are Told**

Distribute copies of a worksheet with the numerals from 1 to 15 on the left and the capital letters *A* to *G* beside each numeral. Leave wide spaces between the letters.

Then distribute also a sheet of simple directions such as are found in workbooks, on tests, etc. Have pupils follow the given directions precisely.

Sample directions are:

1. See the letters by the numeral *1*. Draw a circle around the letter *E*.
2. See the letters by the numeral *3*. Draw a line under the letter *B*.
3. Look at the third row of letters. Put an *X* on the letter *D*.
4. In the fourth row of letters, draw a line from the letter *E* to the letter *F*.
5. In row *5*, draw a line through the letter *G*.
6. In row *6*, draw one line under the letter *A* and two lines under the letter *F*.
7. In the next row, put a circle around the letter *A*, and then draw a line under the letter *F*.
8. In row *8*, draw a circle around each letter except *D*.

## III.B.

9. In row 9, put an *X* on the first letter and a line under the last letter.
10. In the last row, draw a line under the first letter, skip a letter, draw a line under the next letter, and then complete the row of letters in the same way.

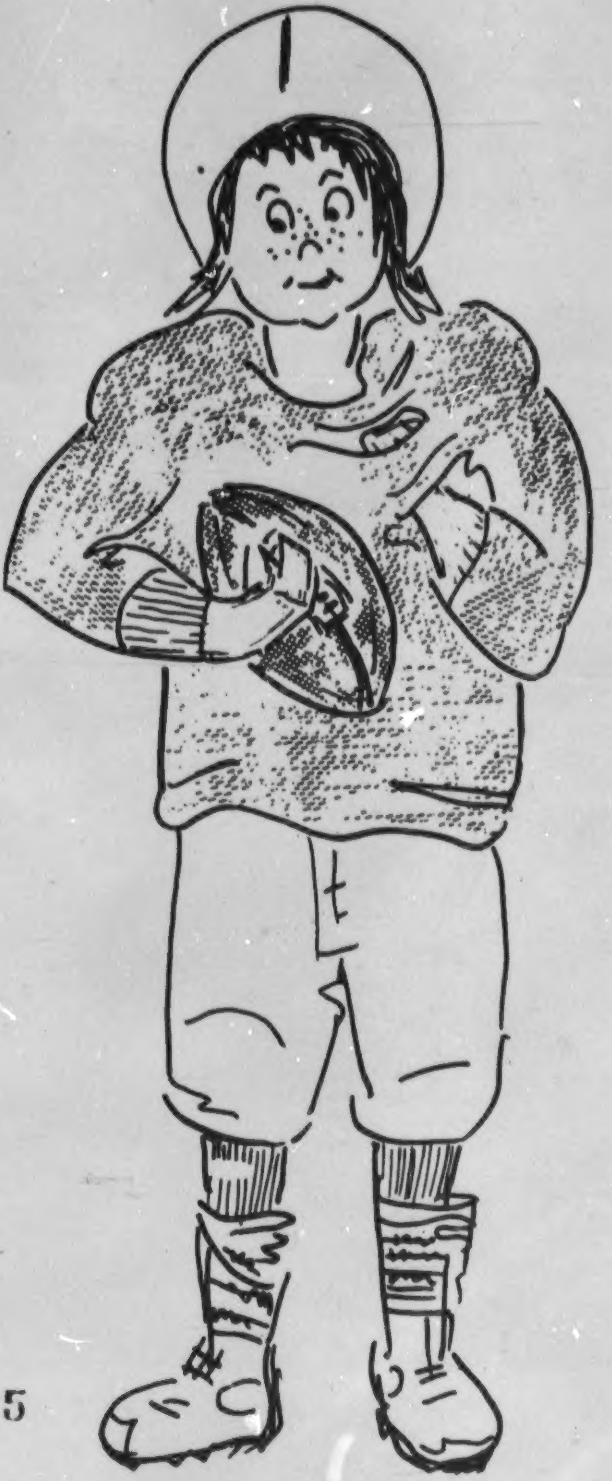
If a pupil cannot follow the directions, assist him in seeing how he erred and then let him do the exercise again the next day.

### See What It Says

Distribute some simple drawings (which can be traced onto duplicating masters from coloring books). Have pupils follow written directions to paint or color the pictures.

A sample drawing with directions is:

1. Color the boy's hat red.
2. Do not color his face.
3. Color his pants blue.
4. Draw a team letter on his shirt.
5. Color the football brown.

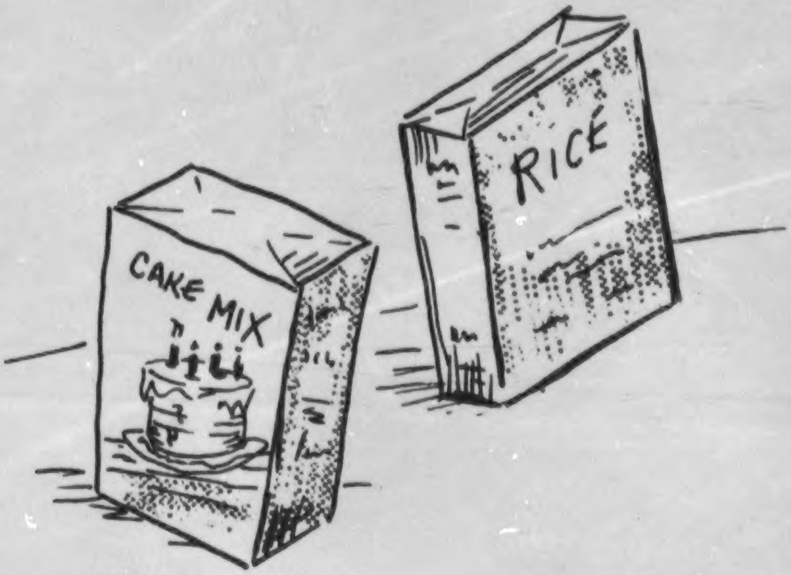


## III.B.

### How To!

Cover a cake-mix box or some other type of box with clear contact paper. Make a list of questions which can be answered by reading the directions for using the product that came in the box—such as, "What do you do first?" "How hot should the oven be?"

Pupils may also be asked to bring some directions from home to share in class. Have them underline or circle key words and phrases in each set of directions. Usually several words are the cardinal indications of what to do—such as *pour in, stir, bake,* etc.; and others depict the ingredients—such as *salt, milk,* etc. Pupils can make lists of key verbs and key nouns. Also, pupils can underline the essential details—omitting all information not essential to following the directions.



## III.B.

### Treasure Hunt

Hide an interesting object(s) in the room or in some area of the playground. Divide students into groups or partners. Give each a set of printed directions. See which group or team can find a treasure first. Some sample directions are:

15 (5) steps to tree (window)
10 (5) steps west to water fountain (table)
20 (10) steps north to fence (wall)
3 (6) steps east to rock

Look under rock.

Provide pupils with a direction guide in the classroom or on the playground so that they will know which way to go when *north, east,* etc. are indicated.

## III.B.

### Craft-Corner Week

Very simple directions for art or craft activities may be printed on cards and placed in a corner of the room for a week.

*No* picture should accompany the craft so that pupils must *read* the directions. There should be enough cards for each pupil to have a craft. Assorted materials can be provided.

At the end of the week completed projects should be displayed in the room. Suggested projects are various types of paper construction, paintings, drawings, collages, etc. Some examples of directions for the craft corner are:

## III.C.

## OBJECTIVE

The student will be able to arrange a series of statements about a given story into correct order.

### Getting It All Together

Select short stories from outdated periodicals. Review each story for interest and reading level according to the needs of individual pupils. Cut the stories into parts of one or two paragraphs each. Give pupils story pieces in an envelope, a sheet of construction paper, Elmer's glue, crayons, etc. In order to "get it all together," have pupils arrange the story according to the sequence of events. Pictures may be added.

### Tell A Story

In a pocket on a poster board place separate frames from famous comic strips, such as "Blondie" or "Henry." Have the pupil(s) place a comic strip in the correct order or sequence of events, and then write his own story about it.

This exercise can be done by a group, partners, or an individual.

Most students do not think of comic strips as work and learning!

**ART**

## SCRAP PICTURES

Materials:
- scraps of fabric
- crayons or paint
- glue
- paper

Procedure:
1. Select pieces of fabric with interesting shapes without cutting them.
2. Glue to paper.
3. Try to create a form or design from the shape of the fabric
4. Complete details with crayon or paint
5. It's fun to imagine what the different shapes of fabric can suggest!

**ART**

## PAPER BEADS

Materials:
- thin knitting needle
- regular needle and elastic thread
- colorful pages from magazines
- glue, scissors

Procedure:
1. Cut the paper into triangular shapes
2. Beginning with the widest end, roll the triangle around the knitting needle. Wind evenly.
3. Place glue on the last inch of the triangle point and finish rolling up the bead
4. String the beads on the thin elastic. Tie the elastic
5. Spray beads with shellac

ART

## SCRATCH DRAWING

Materials:

one sheet of white tagboard or cardboard
one large nail
white crayons
black crayons

Procedure:

1. Cover one side of the cardboard with heavy layers of white crayon.
2. Cover the white crayon with heavy layers of black crayon until none of the white shows through.
3. Use the nail to scratch out the main outline of your picture.
4. Scratch away some parts of your picture with wavy lines or zigzag lines. Try wide lines and thin lines

ART

## PAPER BAG FIGURES

Materials:

brown grocery bags of different sizes
torn newspaper, construction paper, tissue paper, cardboard
tempera paint
stapler

Procedure:

1. Stuff bags with crushed or torn newspaper
2. Staple bags together
3. Make eyes, hands and feet from cardboard
4. Staple them onto bags
5. Paint figures with tempera
6. Use colored tissue for clothing
7. Use construction paper scraps for details or draw with magic markers

ART

## FINGERTIP PRINTS

Materials:

- printing pads (can be made by placing cloth or piece of felt in each lid)
- paints
- paper

Procedure:

1. Touch the paint with one fingertip and print on paper. Then try it again!
2. Try "walking" your fingers across the paint and then across the paper.
3. Cover the paper with prints or work out a design

ART

## GREETING CARDS

Materials:

- ½ sheet drawing paper
- paste
- tissue paper - in assorted colors
- brush

Procedure:

1. Cut tissue into small shapes
2. Fold drawing paper in half
3. Paste tissue pieces on cover overlapping the pieces, creating new colors
4. Fill the entire cover with tissue shapes
5. Write message inside

### Can You Imagine?

Find two copies of a story in an old reader or workbook. Cut the story into parts. (Be certain both copies of the story are cut identically). Put the paragraphs on cards and place the cards in an envelope. Leave out a paragraph in a strategic part of the story.

Give the two envelopes to each of two groups of pupils. Have each group decide together what they believe was omitted. Then let the groups share their decisions with each other. After both groups have "had their say," show them or read to them the original version. Discuss their ideas as compared to the original and help them to decide whether theirs were plausible logical story elements.

## III.C.

### The Way It Was

Have selected pupils describe (in sequence) several activities of the day (getting dressed, eating lunch, going to a movie, doing homework, etc.) Ask the other pupils to listen very carefully to detect any happening that may be out of order. The pupil listing the events should not be stopped until he has described an entire sequence. When he has finished, "mishaps" should be discussed.

A similar activity may include having pupils give directions to each other. The listener may note any "out of orderness" in the details given.

Descriptions of a trip taken (even the bus ride to school) are particularly useful also for this type of "telling it in order" experience.

Sequencing poses problems for a number of pupils. Many oral activities of various kinds are encouraged —such as retelling a story heard or read, recalling an event from the past, listing a series of historical events, etc.

When pupils arrange details illogically, ask, "Does that make sense?" If they have strayed from the plausible, help them to see both how and why.

### Relay Recording

Start a story on a tape recording. Have a pupil listen to the story starter and add an event. Have the next pupil rewind the tape, listen to the material on the tape to that point, stop the tape, and record his contribution. Have other pupils follow the same procedure.

## III.C.

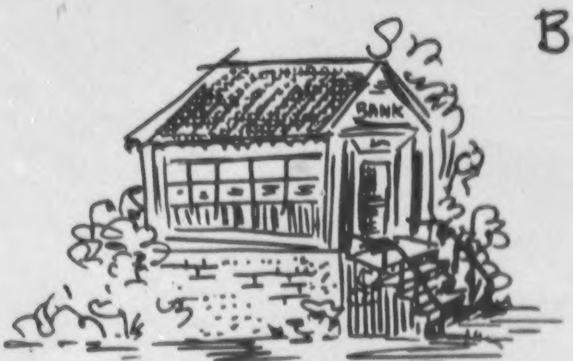
Ask the fifth or sixth pupil to conclude the story. Then play it for the class to hear.

Two groups of pupils may begin with the same "starter" and build separate stories. If two stories are developed, the class can listen to each story and evaluate it as to its logical sequence.

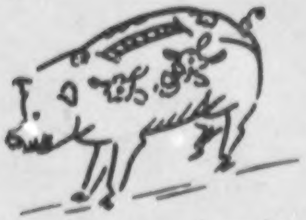
# IV

# INTERPRETATIVE COMPREHENSION

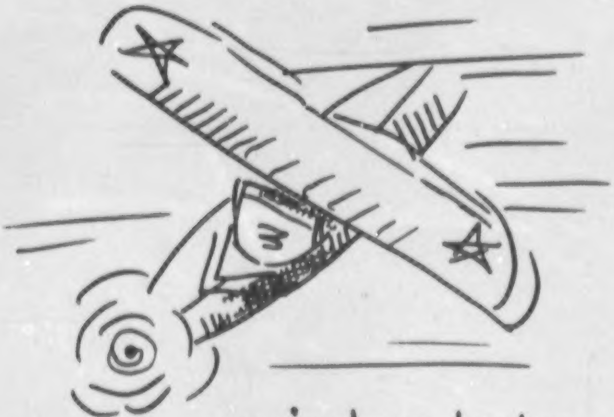
Bank



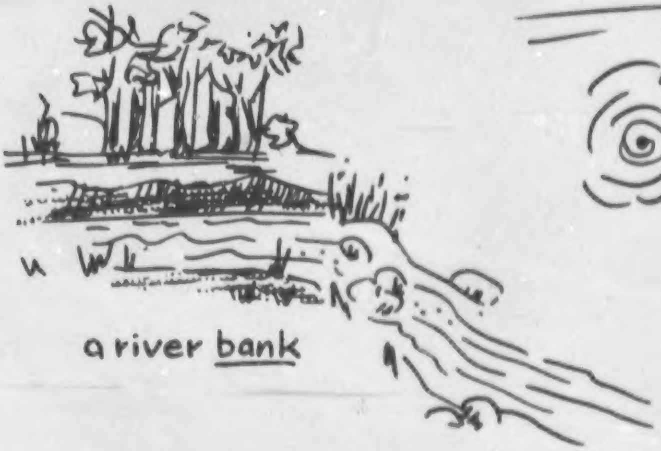
to bank money



piggy bank



an airplane banks



a river bank

## IV.A. INTERPRETATIVE COMPREHENSION

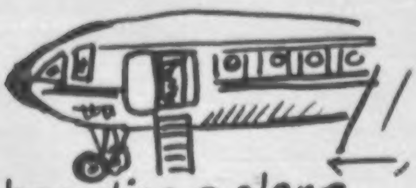
### OBJECTIVE

The student will demonstrate comprehension of the given definitions of a word having multiple meanings by choosing one which applies in a given sentence.

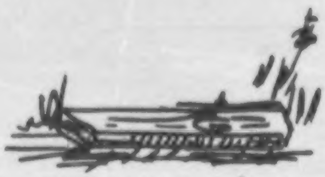
**Multiple Match**

Make a number of picture cards—two or three for each of several words with multiple meanings. Place the words on cards also. Have an individual pupil, partners, or teams of pupils find as many pictures as possible to match each word card. Some words for which pictures can be drawn or collected are *board, banked, spring,* etc. Some pictures for the word *board* are:

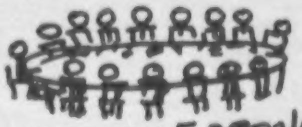
board



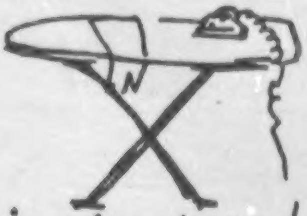
boarding a plane



wood



group of people



ironing board

## IV.A.

**Winning Words**

The word *run,* like many other words has a vast array of multiple meanings. *Run* is such a familiar word, however, that pupils are often amazed to realize how many ways the word *run* is used.

Divide the class into two or more teams. Set a time limit (10 to 15 minutes). Ask each team to use a dictionary to find as many meanings of *run* as possible, copy each meaning, and then write a sentence illustrating it.

Check each team's work. The team writing the largest number of acceptable sentences wins.

This team can make a large chart with the word *RUN* at the top, the meanings on the left, and a sentence by each.

Other word "write-offs" can be planned so that several large charts can be made for the classroom showing many meanings for given common words.

The class may ultimately select the best chart for display on a corridor bulletin board or in the library.

Pictures rather than sentences may be used to make charts more colorful. Pupils may find pictures and bring them to class, or pupils may draw the pictures themselves to illustrate each of several definitions of given words.

## IV.A.

### Context Contest

Write three or four multiple-meaning words on the chalkboard. Give pupils a list of several sentences. Tell them that a word on the chalkboard (or on a card) will complete each sentence. Remind them to *think carefully* as they decide which words to use.

Some suggested words and sentences are:

*spring* *jam* *rock* *set*

1. I will help you ______ the table.
2. Mother will ______ the baby.
3. The ship crashed into a large ______.
4. Flowers bloom in ______.
5. She tried to ______ her clothes into the drawer.
6. We put ______ on our toast.
7. He has a new ______ of golf clubs.
8. Do not ______ from your chair when the bell rings.
9. We broke a ______ in our car.
10. Mother has gone to have her hair ______.
11. When he lost his money, he was in a ______.
12. We went to a ______ concert.

### New from Old

Many familiar words are constantly being given new meanings. Pupils enjoy using in the classroom words they use everyday but in a "different" way from the traditional way.

Ask teams of pupils to list several very familiar words which have modern meanings quite different from their original meanings. Warn pupils, however, that *no* words with undesirable meanings (carefully explained) may be included. Each "new" word should be put on an index card with its modern meaning beside it. Phrases as well as individual words may be used.

## IV.A.

After each group has made its list, the lists can be compiled, placed in alphabetical order, and recorded in a dictionary called *New Words from Old Ones.*

Some "new from old" words are:

*bread*—money
*mop*—hair
*tough*—good-looking
*cop out*—give up
*take a powder*—leave
*take-off*—leave
*give me some skin*—shake my hand
*tote*—a handbag

### Dual Definitions Duel

Develop a game by using words with two or more very different meanings—such as *top* (a toy and a lid); *nail* (a metal spike and something on one's finger); *pen* (to write with and to keep animals in); limb (on a *tree* or on a person); *run* (a watch does it and a baseball player makes it); etc. Divide the class into teams. Read each "dual definition" and have the teams name the word. The first team to name the word gets a point. The team getting the most points wins.

Practice sheets can be made of this activity by writing "dual definitions" on the left and having pupils write the one word for each in a blank at the right. Still another version of this activity can be made by putting the "dual definitions" on cards and the words they represent on other cards and having teams or individuals match the sets of cards.

## IV.B.

## OBJECTIVE

The student will be able to select the topic sentence of a given paragraph from a list of sentences.

### Paragraph Draw

Cut out paragraphs from an old book. Paste each one on an index card. Put the cards in a box. Have each pupil draw a paragraph from the box and identify the topic sentence.

So that the cards may be reused, have pupils copy the "main idea" sentences rather than underline them. Also, be certain that some paragraphs have the main idea in the middle or at the end—rather than at the beginning—so that pupils will not automatically assume that the first sentence is the "main" one.

### Writing Topic Sentences

Distribute on worksheets paragraphs from which the topic sentences have been deleted. Have pupils write an original topic sentence for each incomplete paragraph.

When pupils have completed the assignment, have the class examine (as a group) some of the paragraphs. An overhead projector can be used. Pupils can accept or reject various sentences and discuss the reasons for their choices.

A paragraph that may be used for this activity is:

Ducks waddle when they walk. They can't run very fast, and some of them can't fly. They usually travel together in groups. One duck leads the others.

## IV.B.

### Topic—or Not?

Write a number of sentences—some being typical topic sentences and some being, for various reasons, very unlikely to be topic sentences. Put each sentence on an index card. Then have a pupil or pupil partners assort the sentence cards into two groups—those that can be topic sentences and those not likely to be.

An addition to this activity may be having each pupil write a paragraph developed from a given topic sentence among the ones identified in the sort.

Also, the sentences on the cards may be discussed with a group of pupils—or the class—as to why they are or aren't good topic sentences.

### Telling or Topical?

Since some paragraphs do not have topic sentences, practice in recognizing paragraphs without them should be helpful to pupils. Narrative paragraphs seldom have topic sentences because they tell a series of events. Expository paragraphs usually have topic sentences because they elaborate upon given ideas.

These two types of paragraphs—"telling" and "topical" can be used for an activity that asks pupils to decide whether each of several paragraphs has a topic sentence.

Find examples of "telling" and "topical" paragraphs. Mount them or copy them onto cards. Have pupils assort the cards into two groups—those that have topic sentences and those that don't. After the paragraphs have been assorted, ask the pupil to find each topic sentence in each paragraph which he believes to have one. He can then copy his list of topic sentences onto a chart for the class to see. The class can use the sentences on the chart as "starters" for original paragraphs.

## IV.B.

### Paragraph Packages

Find well constructed paragraphs in used reading workbooks or other texts no longer in use. Mount each sentence from each paragraph (or copy it) on a separate card. Place the mounted sentences for each paragraph in a separate envelope. Distribute an envelope to each pupil. Then have each pupil arrange his sentences in good paragraph order. When the paragraph is constructed, have the pupil copy it and underline the topic sentence. Any logical arrangement of the sentences should be accepted as correct. Completed paragraphs may be illustrated with original pictures or ones found in magazines.

If the sentence cards are covered with clear contact paper, they can be used again and again by different pupils.

## IV.C.

## OBJECTIVE

The student will be able to identify the main idea in a reading selection.

### Name That Story

Provide each pupil with a list of ten *main ideas* from stories previously read in class. Ask the pupils to write original story titles for each main idea. Then have pupils select one title to illustrate with an original drawing or some other personal art experience evidencing understanding of the *main idea* of the story. The story title can then be affixed to the pupil's art work.

### Headlines

Select articles (of appropriate reading level) from newspapers—or write several newspaper-type stories. Mount and then mix up the headlines and the articles. Have children read the articles for main ideas and match them with the appropriate headlines.

Another version of this activity can be developed if pupils are asked to write their own headlines. If this activity is assigned, be certain to provide some instruction in headline writing.

### By Wire

Make copies of a "dummy" telegram form. Distribute them to pupils, then have pupils write a "telegram" summary of a story they have read—in twenty-five words or less. Pupils may need assistance in learning to write in a compressed way. Some sample "telegram" summaries may be composed to provide models for less able pupils. Also, pupils can match prepared telegram summaries with given stories mounted on cards.

## IV.C.

### Listen and Learn

Record some short stories and ask pupils to write a one-sentence summary of each of them.

Practice in sensing main ideas can also be provided by having pupils view filmstrips and asking them to rename them and/or to write brief summaries of them.

### Cartoon Caper

Select some simple cartoons from the newspaper, mount them, cover them with clear contact paper and distribute them to pupils. Ask pupils to write a caption for each cartoon.

Whole comic strips may be used in a similar manner. Select for this activity comic strips with little or no dialogue. Have pupils "sense" the story being told in a comic strip, name the story, and write a brief summary of it.

# V

# CRITICAL COMPREHENSION

Fact or Fiction
Newspaper

# V.A. CRITICAL COMPREHENSION

## OBJECTIVE

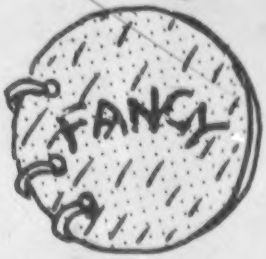
The student will be able to distinguish fact from fiction in particular sentences from a given story by categorizing them as such.

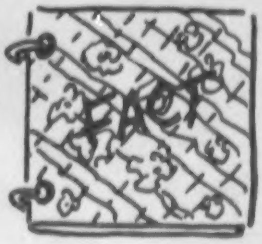
### Anthologies

Pupils may select favorite passages and copy them neatly on paper to be entered into two classroom anthologies. In making their selections, pupils may look for unique facts of the strange-as-it-seems type and for short stories of sheer fancy or the fairy-story type.

In preparing anthologies, consider having pupils make a round book and a square book (circles suggesting imagination and squares suggesting reality). Have pupils cut several pieces of tagboard into circles and make several squares of tagboard also. They may cover both sides of each circle and each square with wall paper samples.

All "fancy" selections should be mounted on the sides of the circle and the "fact" selections on the sides of the squares. Clear contact paper can then be put over the completed pages, which can be punched and put together with metal rings. Pupils, working in teams, can prepare their own books—from start to finish—and place them in the classroom or in the library for others to enjoy.





## V.A.

### Truth—or Consequences

Select a number of "fanciful" phrases or sentences, and collect a group of factual sentences also. Make sentence cards. Have each pupil draw one. Then have pupils take turns reading their cards orally and telling the class whether the sentence is *fact* (truth) or *fancy* (make believe). Pupils drawing *fancy* cards must face "the consequences."

A second group of cards should be made with "consequences" on them—such as stand up and bow three times; pat your head and your stomach at the same time; stand on one foot for one minute; etc. Care should be taken to select "consequences" which will not bring personal embarrassment to any pupil—but which will bring fun and laughter to the whole class.

Some sentences which may be used are:

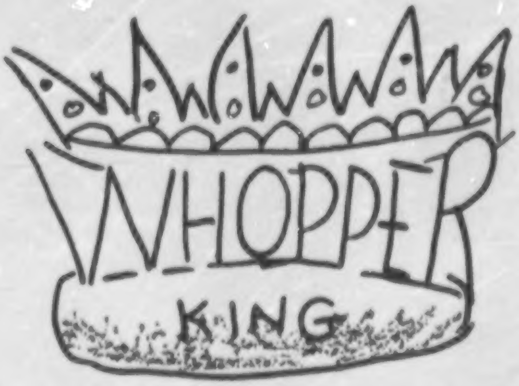
1. The moon winked at me.
2. I'll love you till the oceans run dry.
3. Birds build nests in the spring.
4. The dog said to the cat, "Move over."
5. The waves splashed along the beach.
6. She has a million friends.
7. The candle said to the candlestick, "Hold me tight."
8. Gulls glided over the river.

Of course, short passages as well as sentences may be used for this activity.

**Whoppers**

Have several pupils describe incidents that have happened or "could have happened" to them. As each incident is told, have the class guess whether it is true. Then have the person telling the story settle the issue. Pupils will enjoy telling "whoppers" and seeing whether they can "get away with them." Be certain that some stories are true and that all stories are probable.

The class can vote to decide who fooled them the most. The pupil elected can wear a **WHOPPER KING** badge for a day.



**Fancy Folk**

Have pupils look through storybooks and other books to find stories about various kinds of fictional creatures and characters. Groups of pupils may work together in this activity. Have pupils look for stories about:

monsters
fairies
witches
elves
leprechauns

Have each team select their favorite story and prepare a short dramatization of it—a skit, a puppet show, pantomime, etc.

**To Tell the Truth**

Have pupils look in magazines to find advertisements of famous products that appear to exaggerate—or "stretch the truth." Then ask pupils to write their own original slogans or ads about the same products and use only facts. Encourage pupils to "sell" their products with real "truth" rather than "stretched truth." Pupils can also actually lay out their ads with pictures and other illustrations and display the finished products on the bulletin board.

## V.B.

## OBJECTIVE

The student will be able to distinguish fact from opinion by categorizing given statements based on a passage the student has read.

### Fact from Fiction

Have pupils distinguish fact from opinion by categorizing given statements.

Write some factual statements and some opinion statements about a single topic. Make a card for each statement. Then have an individual pupil, pupil partners, or pupil teams sort the sentences as being *fact* or *opinion*.

After they have been sorted, the fact sentences can be arranged in a logical order. The opinion sentences can also be sequenced. Then both sets of sentences can be copied by pupils to make an IT'S A FACT chart and an IT'S OUR OPINION chart.

Some sentences that may be used are:

1. Richmond is the capital of Virginia.
2. Richmond is a beautiful city.
3. The James River flows through Richmond.
4. There are many lovely homes there.
5. Richmond is a large city.
6. It is a good place to live.
7. It has many interesting sights to see.
8. One of Richmond's most beautiful buildings is the State Capitol.
9. Richmond has much industry.
10. There is a large hospital there.

**V.B.**

### How True Are You?

Show a film to the class—a filmed version of a story or some other entertaining film. Divide the class into two teams. Have each team take turns telling one thing they remember about the film. Each correct fact scores a point for the team. If any team member expresses an opinion, however, a point is lost.

The team scoring the most points wins.

### Do You Agree?

Get a human interest story from the newspaper. Have it duplicated for pupils to read. Give each pupil two ball-point pens—of two different colors.

Ask pupils to underline each fact in one color and each opinion of the feature writer in another. Then use an overhead projector so that the entire group can consider the story. Each pupil can compare his responses with the decisions made by the class.

A story about a celebrity from a popular magazine may be used for this activity.

### Interview

Have a group of pupils draw up a list of interview questions for the school principal. Have them use a tape recorder to record his or her responses. Then play the tape for the class and have pupils decide which responses are facts and which are opinions.

This activity will provide a series of learning experiences for pupils—including careful listening.

**V.B.**

Some interview questions are:

1. How many pupils attend our school?
2. How many classrooms do we have in this school?
3. Do the pupils in our school follow the school rules?

4. Is our school attractive?
5. Do we have regular fire drills?
6. Are the rooms in our school neat?
7. What subjects are taught in our school?
8. Do the pupils in our school work as hard as pupils in other schools?

**Best In Show**

Plan a small display of student art—perhaps a clothesline exhibit. Have pupils examine each picture and write one factual statement about it. Have them also write an opinion statement about each picture. Statements can be written on index cards. The paintings can be numbered so that pupil responses can be assorted by number. Then, the facts about each picture can be listed, and the opinions can also be listed. The picture getting the most favorable comments is the Best in Show.

Pupil committees can make the facts and the opinions lists and tally the opinions. Second- and third-place winners can be named.

# VI

# STUDY SKILLS

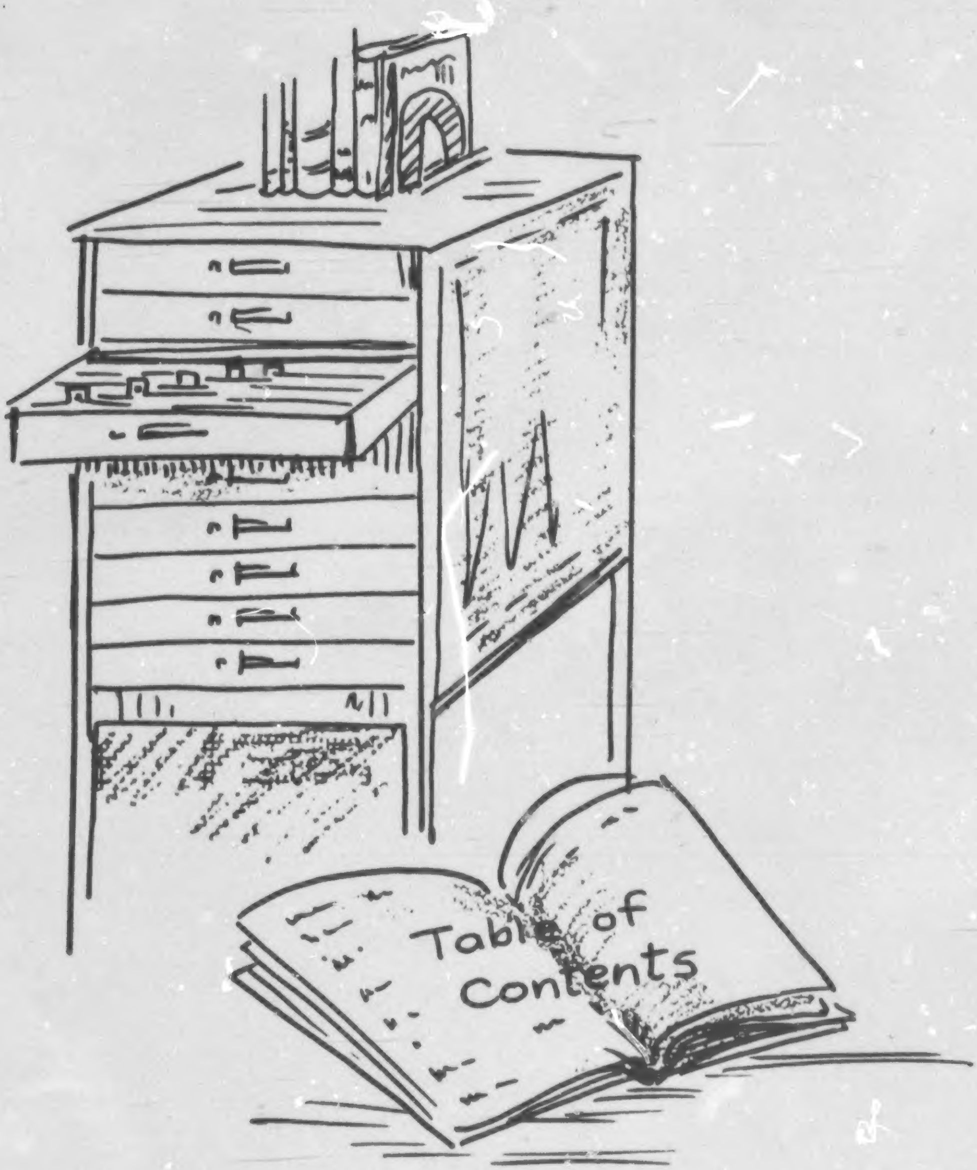


Table of Contents

## VI.A. STUDY SKILLS

### OBJECTIVE

The student will be able to locate the page number in a given table of contents that tells where to find information on a subject or where a story begins.

**Personal Poems**

Have pupils examine a basal reader of a suitable level. Ask them to use the Table of Contents to find each poem in the reader. Then have them list the title of each poem and write by the title the page number on which the poem can be found. Have each pupil find a favorite poem and practice reading it. Then have pupils record their poems, one by one, to make a class album of poetry readings.

**Find It First**

Divide the class into teams of "finders." Be certain that each team has the same table of contents to which to refer. If identical books are not available, a table of contents can be duplicated or one can be made up.

Give each team a list of questions related to the table of contents and see which can be the first team to write answers to the questions. Some examples of questions that may be used are:

1. What is the title of the story on page 25? ____
2. On what page is there a story about a blue dolphin? ____
3. What is the title of an article you would read to learn more about owls? ____
4. How many chapters (units, etc.) are in the book? ____
5. Is there a story by Hans Christian Andersen? ____

## VI.A.

**Smart Shoppers**

Have several pupils solve some shopping problems by using the table of contents of a catalogue. Write various shopping problems on cards, distribute the cards to pupils, and give them opportunities to solve the problems by catalogue searching.

This activity may be used with individuals, pupil partners, or small groups of pupils.

Some sample shopping problems are:

You are going on a trip. You want to buy a suitcase, a pair of sneakers, and a sweater. Using the Table of Contents of (*supply house*) Catalogue, list the pages on which you would look to find these things.

suitcase ____
sneakers ____
sweater ____

You want to buy your dad a present. You are not certain how much several gifts you have thought of will cost. To find out locate each item by using the Table of Contents. List the pages on which you would look to find these things.

shaving cream ____
slacks ____
shirt ____

**What's in It?**

Get some discarded basal readers at a lower level. Cover the table of content pages. Have small groups of pupils make and copy neatly onto paper a table of contents. Then remove the covers from the original pages and have pupils check their work.

## VI.A.

As preparation for this activity, duplicate the complete Table of Contents from another reader in the same series. Give each group of pupils a copy of the "model" table of contents to follow in preparing their tables of content.

### Cut and Paste the Contents

Copy and duplicate a table of contents from a textbook. Cut the table of contents into several parts. Be certain that the divisions made are reasonable and do not result in meaningless tid-bits. Have individual pupils, pupil partners, or groups of pupils reassemble the table of contents by pasting its parts into a sheet of paper.

This activity can become a contest by seeing which participant(s) can complete the task first.

## VI.B.

## OBJECTIVE

The student will be able to identify the correct alphabetical order of several words whose first and second letters are the same.

### A,B,C—Z

Use the telephone directory to find sets of several names that begin with the same first two letters but different third letters. Have at least eight names in each set. Put each set of names in an envelope. Give an envelope to each pupil and have the pupil alphabetize the names and copy them on paper.

A sample set of names is:

Gaddy, Harold H., Jr.

Galloway, Mary S.
Garrett, Michael R.
Gains, P. B.

Gammon, D. A.

Gant, Eva
Gatson, William M.
Gaskill, Catherine

### Numbering Names

Give groups of pupils a copy of the class roll (in random order) and have pupils alphabetize the names by writing them in a numbered list. The first name, in alphabetical order, will be numbered 1, the next, 2, etc. This activity may take longer than some others. It can therefore probably be done most effectively by pupils working in small groups.

## VI.B.

Class Roll

Jones, John
Smith, May
Brown, Tom
Thompson, Meg
Sellers, Harry
etc.

Names Listed Alphabetically

1. ______________________
2. ______________________
3. ______________________
4. ______________________
5. ______________________
6. ______________________

**Library Helpers**

Ask the school librarian or media specialist to let a small group of pupils reshelve one section of books which have been removed from a shelf. The fiction collection is a good area of the library facility for this activity. The librarian can assist pupils in learning that books are shelved alphabetically by authors.

**A Class Who's Who**

Ask pupils to name some of their favorite personalities from TV, sports, or the entertainment world. They should bring pictures of them to class, if possible.

Then ask pupils to cut pieces of drawing paper in half. Each half will become a page of a personality directory. Have the students write the name of a personality on each page and illustrate each page with a picture or a drawing. Then have pupils put the pages into alphabetical order.

When all pages have been completed, they can be categorized and arranged into a booklet which can be put together with metal rings.

**VI.B.**

The booklet can be divided into sections, such as "Movie Favorites," "Sports Favorites," "TV Favorites," etc. If two pupils have the same favorite, the best entry can be selected by a class editorial committee.

This activity could be expanded to cover Table of Contents if desired.

**Watch the Word**

Have each pupil think of a word beginning with a chosen letter. List on the chalkboard the word proposed by each pupil. Then divide the class into teams and see which team can be the first to copy the words and rewrite them in alphabetical order.

This activity can be repeated with different words used as cue letters. Since all words used begin with the same letter, several words proposed are likely to begin with the same two letters.

If sets of cards are used, still another activity can be generated. Prepare duplicate sets of cards and have pupils lay them out alphabetically side by side on a table. A contest between two teams can be held if there are four sets of cards made and two groups can do the activity at the same time to see which one can finish first.

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# APPENDIX I

READING CLASS RECORD SHEET

Virginia Supplemental Skill
Development Program

Score Form 1
Part 2

| | Consonant Sound | Final Consonant | Long Vowel | Short Vowel | Recognize Dipthongs | Consonant Blends | Consonant Digraphs | Compound Words | Prefix | Suffix | Apostrophe | Synonyms Antonyms Homonyms | Recall Specifics | Identifying Main Ideas | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| STATE OBJ. # | I<br>A | I<br>B | I<br>C | I<br>D | I<br>E | I<br>F | I<br>G | I<br>L | I<br>M | I<br>N | I<br>O | I<br>O | II<br>C | III<br>A | IV<br>C | |
| *W.L.C. OBJ. # | 19 | 20 | 04 | 31 | 06 | 02 | 21 | 23 | 08 | 24 | 25 | 18 | 28 | 11 | 10 | |
| PUPILS' NAME | | | | | | | | | | | | | | | | TEACHERS' NOTATIONS |
| | 16 17<br>25<br>18 24 | 19 20<br>23<br>21 22 | 37 38<br>61<br>39 43 | 44 45<br>48<br>46 47 | 36 37<br>70<br>69 68 | 26 27<br>30<br>28 29 | 07 08<br>13<br>10 11 | 60 71<br>74<br>72 73 | 62 63<br>66<br>64 65 | 55 56<br>59<br>57 58 | 49 50<br>54<br>51 53 | 09 12<br>35<br>15 34 | 40 41<br>75<br>42 52 | 01 02<br>14<br>03 04 | 05 06<br>33<br>31 32 | |
| | 16 17<br>25<br>18 24 | 19 20<br>23<br>21 22 | 37 38<br>61<br>39 43 | 44 45<br>48<br>46 47 | 36 37<br>70<br>69 68 | 26 27<br>30<br>28 29 | 07 08<br>13<br>10 11 | 60 71<br>74<br>72 73 | 62 63<br>66<br>64 65 | 55 56<br>59<br>57 58 | 49 50<br>54<br>51 53 | 09 12<br>35<br>15 34 | 40 41<br>75<br>42 52 | 01 02<br>14<br>03 04 | 05 06<br>33<br>31 32 | |
| | 16 17<br>25<br>18 24 | 19 20<br>23<br>21 22 | 37 38<br>61<br>39 43 | 44 45<br>48<br>46 47 | 36 37<br>70<br>69 68 | 26 27<br>30<br>28 29 | 07 08<br>13<br>10 11 | 60 71<br>74<br>72 73 | 62 63<br>66<br>64 65 | 55 56<br>59<br>57 58 | 49 50<br>54<br>51 53 | 09 12<br>35<br>15 34 | 40 41<br>75<br>42 52 | 01 02<br>14<br>03 04 | 05 06<br>33<br>31 32 | |
| | 16 17<br>25<br>18 24 | 19 20<br>23<br>21 22 | 37 38<br>61<br>39 43 | 44 45<br>48<br>46 47 | 36 37<br>70<br>69 68 | 26 27<br>30<br>28 29 | 07 08<br>13<br>10 11 | 60 71<br>74<br>72 73 | 62 63<br>66<br>64 65 | 55 56<br>59<br>57 58 | 49 50<br>54<br>51 53 | 09 12<br>35<br>15 34 | 40 41<br>75<br>42 52 | 01 02<br>14<br>03 04 | 05 06<br>33<br>31 32 | |
| | 16 17<br>25<br>18 24 | 19 20<br>23<br>21 22 | 37 38<br>61<br>39 43 | 44 45<br>48<br>46 47 | 36 37<br>70<br>69 68 | 26 27<br>30<br>28 29 | 07 08<br>13<br>10 11 | 60 71<br>74<br>72 73 | 62 63<br>66<br>64 65 | 55 56<br>59<br>57 58 | 49 50<br>54<br>51 53 | 09 12<br>35<br>15 34 | 40 41<br>75<br>42 52 | 01 02<br>14<br>03 04 | 05 06<br>33<br>31 32 | |
| | 16 17<br>25<br>18 24 | 19 20<br>23<br>21 22 | 37 38<br>61<br>39 43 | 44 45<br>48<br>46 47 | 36 37<br>70<br>69 68 | 26 27<br>30<br>28 29 | 07 08<br>13<br>10 11 | 60 71<br>74<br>72 73 | 62 63<br>66<br>64 65 | 55 56<br>50<br>57 58 | 49 50<br>54<br>51 53 | 09 12<br>35<br>15 34 | 40 41<br>75<br>42 52 | 01 02<br>14<br>03 04 | 05 06<br>33<br>31 32 | |
| | 16 17<br>25<br>18 24 | 19 20<br>23<br>21 22 | 37 38<br>61<br>39 43 | 44 45<br>48<br>46 47 | 36 37<br>70<br>69 68 | 26 27<br>30<br>28 29 | 07 08<br>13<br>10 11 | 60 71<br>74<br>72 73 | 62 63<br>66<br>64 65 | 55 56<br>50<br>57 58 | 49 50<br>54<br>51 53 | 09 12<br>35<br>15 34 | 40 41<br>75<br>42 52 | 01 02<br>14<br>03 04 | 05 06<br>33<br>31 32 | |
| | 16 17<br>25<br>18 24 | 19 20<br>23<br>21 22 | 37 38<br>61<br>39 43 | 44 45<br>48<br>46 47 | 36 37<br>70<br>69 68 | 26 27<br>30<br>28 29 | 07 08<br>13<br>10 11 | 60 71<br>74<br>72 73 | 62 63<br>66<br>64 65 | 55 56<br>50<br>57 58 | 49 50<br>54<br>51 53 | 09 12<br>35<br>15 34 | 40 41<br>75<br>42 52 | 01 02<br>14<br>03 04 | 05 06<br>33<br>31 32 | |
| | 16 17<br>25<br>18 24 | 19 20<br>23<br>21 22 | 37 38<br>61<br>39 43 | 44 45<br>48<br>46 47 | 36 37<br>70<br>69 68 | 26 27<br>30<br>28 29 | 07 08<br>13<br>10 11 | 60 71<br>74<br>72 73 | 62 63<br>66<br>64 65 | 55 56<br>50<br>57 58 | 49 50<br>54<br>51 53 | 09 12<br>35<br>15 34 | 40 41<br>75<br>42 52 | 01 02<br>14<br>03 04 | 05 06<br>33<br>31 32 | |
| | 16 17<br>25<br>18 24 | 19 20<br>23<br>21 22 | 37 38<br>61<br>39 43 | 44 45<br>48<br>46 47 | 36 37<br>70<br>69 68 | 26 27<br>30<br>28 29 | 07 08<br>13<br>10 11 | 60 71<br>74<br>72 73 | 62 63<br>66<br>64 65 | 55 56<br>59<br>57 58 | 49 50<br>54<br>51 53 | 09 12<br>35<br>15 34 | 40 41<br>75<br>42 52 | 01 02<br>14<br>03 04 | 05 06<br>33<br>31 32 | |

*WESTINGHOUSE LEARNING CENTER

## READING CLASS RECORD SHEET

Virginia Supplemental Skill
Development Program

Score Form 1
Part 1

| | Medial Consonant Sounds | Silent Consonants | Silent Vowels | Singular Nouns | Contractions | Dolch Basic Word List | Definitions | Following Directions | Sequence | Multiple Meanings | Selecting Topic Sentences | Distinguishing Fact from Fiction | Distinguishing Fact from Opinion | Using Table of Contents | Alphabetical order by 1st, 2nd and 3rd letters | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| STATE OBJ. # | I<br>H | I<br>I | I<br>J | I<br>K | I<br>P | II<br>A | II<br>B | III<br>B | III<br>C | IV<br>A | IV<br>B | V<br>A | V<br>B | VI<br>A | VI<br>B | |
| / / / / / / / / / / / / / / / / / / / / | / / / | / / / | / / / | / / / | / / / | / / / | / / / | / / / | / / / | / / / | / / / | / / / | / / / | / / / | / / / | / / / / / / / / / / / / / / / / / / / |
| W.L.C. OBJ. # | 01 | 22 | 05 | 17 | 09 | 26 | 27 | 29 | 12 | 07 | 15 | 13 | 14 | 16 | 30 | |
| PUPILS' NAME | | | | | | | | | | | | | | | | TEACHERS' NOTATIONS |
| | 40 42<br>54<br>52 53 | 11 41<br>48<br>43 44 | 45 46<br>70<br>47 69 | 63 64<br>67<br>65 66 | 59 60<br>68<br>61 62 | 00 00<br>71<br>00 00 | 01 08<br>51<br>28 50 | 14 25<br>39<br>29 30 | 18 27<br>37<br>31 33 | 49 55<br>58<br>56 57 | 32 34<br>38<br>35 36 | 06 07<br>24<br>09 10 | 12 13<br>17<br>15 16 | 19 20<br>23<br>21 22 | 02 03<br>26<br>04 05 | |
| | 40 42<br>54<br>52 53 | 11 41<br>48<br>43 44 | 45 46<br>70<br>47 69 | 63 64<br>67<br>65 66 | 59 60<br>68<br>61 62 | 00 00<br>71<br>00 00 | 01 08<br>51<br>28 50 | 14 25<br>39<br>29 30 | 18 27<br>37<br>31 33 | 49 55<br>58<br>56 57 | 32 34<br>38<br>35 36 | 06 07<br>24<br>09 10 | 12 13<br>17<br>15 16 | 19 20<br>23<br>21 22 | 02 03<br>26<br>04 05 | |
| | 40 42<br>54<br>52 53 | 11 41<br>48<br>43 44 | 45 46<br>70<br>47 69 | 63 64<br>67<br>65 66 | 59 60<br>68<br>61 62 | 00 00<br>71<br>00 00 | 01 08<br>51<br>28 50 | 14 25<br>39<br>29 30 | 18 27<br>37<br>31 33 | 49 55<br>58<br>56 57 | 32 34<br>38<br>35 36 | 06 07<br>24<br>09 10 | 12 13<br>17<br>15 16 | 19 20<br>23<br>21 22 | 02 03<br>26<br>04 05 | |
| | 40 42<br>54<br>52 53 | 11 41<br>48<br>43 44 | 45 46<br>70<br>47 69 | 63 64<br>67<br>65 66 | 59 60<br>68<br>61 62 | 00 00<br>71<br>00 00 | 01 08<br>51<br>28 50 | 14 25<br>39<br>29 30 | 18 27<br>37<br>31 33 | 49 55<br>58<br>56 57 | 32 34<br>38<br>35 36 | 06 07<br>24<br>09 10 | 12 13<br>17<br>15 16 | 19 20<br>23<br>21 22 | 02 03<br>26<br>04 05 | |
| | 40 42<br>54<br>52 53 | 11 41<br>48<br>43 44 | 45 46<br>70<br>47 69 | 63 64<br>67<br>65 66 | 59 60<br>68<br>61 62 | 00 00<br>71<br>00 00 | 01 08<br>51<br>28 50 | 14 25<br>39<br>29 30 | 18 27<br>37<br>31 33 | 49 55<br>58<br>56 57 | 32 34<br>38<br>35 36 | 06 07<br>24<br>09 10 | 12 13<br>17<br>15 16 | 19 20<br>23<br>21 22 | 02 03<br>26<br>04 05 | |
| | 40 42<br>54<br>52 53 | 11 41<br>48<br>43 44 | 45 46<br>70<br>47 69 | 63 64<br>67<br>65 66 | 59 60<br>68<br>61 62 | 00 00<br>71<br>00 00 | 01 08<br>51<br>28 50 | 14 25<br>39<br>29 30 | 18 27<br>37<br>31 33 | 49 55<br>58<br>56 57 | 32 34<br>38<br>35 36 | 06 07<br>24<br>09 10 | 12 13<br>17<br>15 16 | 19 20<br>23<br>21 22 | 02 03<br>26<br>04 05 | |
| | 40 42<br>54<br>52 53 | 11 41<br>48<br>43 44 | 45 46<br>70<br>47 69 | 63 64<br>67<br>65 66 | 59 60<br>68<br>61 62 | 00 00<br>71<br>00 00 | 01 08<br>51<br>28 50 | 14 25<br>39<br>29 30 | 18 27<br>37<br>31 33 | 49 55<br>58<br>56 57 | 32 34<br>38<br>35 36 | 06 07<br>24<br>09 10 | 12 13<br>17<br>15 16 | 19 20<br>23<br>21 22 | 02 03<br>26<br>04 05 | |
| | 40 42<br>54<br>52 53 | 11 41<br>48<br>43 44 | 45 46<br>70<br>47 69 | 63 64<br>67<br>65 66 | 59 60<br>68<br>61 62 | 00 00<br>71<br>00 00 | 01 08<br>51<br>28 50 | 14 25<br>39<br>29 30 | 18 27<br>37<br>31 33 | 49 55<br>58<br>56 57 | 32 34<br>38<br>35 36 | 06 07<br>24<br>09 10 | 12 13<br>17<br>15 16 | 19 20<br>23<br>21 22 | 02 03<br>26<br>04 05 | |
| | 40 42<br>54<br>52 53 | 11 41<br>48<br>43 44 | 45 46<br>70<br>47 69 | 63 64<br>67<br>65 66 | 59 60<br>68<br>61 62 | 00 00<br>71<br>00 00 | 01 08<br>51<br>28 50 | 14 25<br>39<br>29 30 | 18 27<br>37<br>31 33 | 49 55<br>58<br>56 57 | 32 34<br>38<br>35 36 | 06 07<br>24<br>09 10 | 12 13<br>17<br>15 16 | 19 20<br>23<br>21 22 | 02 03<br>26<br>04 05 | |
| | 40 42<br>54<br>52 53 | 11 41<br>48<br>43 44 | 45 46<br>70<br>47 69 | 63 64<br>67<br>65 66 | 59 60<br>68<br>61 62 | 00 00<br>71<br>00 00 | 01 08<br>51<br>28 50 | 14 25<br>39<br>29 30 | 18 27<br>37<br>31 33 | 49 55<br>58<br>56 57 | 32 34<br>38<br>35 36 | 06 07<br>24<br>09 10 | 12 13<br>17<br>15 16 | 19 20<br>23<br>21 22 | 02 03<br>26<br>04 05 | |

*WESTINGHOUSE LEARNING CENTER

# APPENDIX II

Child's Name ______________ Teacher ______________ School ______________

Date ______________

Objectives:

## I. Word Analysis

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| ______ | 1. | Beginning Consonant Sounds | 16 | 17 | 18 | 24 | 25 | Part 2 |
| ______ | 2. | Final Consonant Sounds | 91 | 20 | 21 | 22 | 23 | Part 2 |
| ______ | 3. | Long Vowel Sounds | 37 | 38 | 39 | 43 | 61 | Part 2 |
| ______ | 4. | Short Vowel Sounds | 44 | 45 | 46 | 47 | 48 | Part 2 |
| ______ | 5. | Dipthongs | 36 | 67 | 68 | 69 | 70 | Part 2 |
| ______ | 6. | Consonant Blends | 26 | 27 | 28 | 29 | 30 | Part 2 |
| ______ | 7. | Diagraphs | 7 | 8 | 10 | 11 | 13 | Part 2 |
| ______ | 8. | Medial Consonant Sounds | 40 | 42 | 52 | 53 | 54 | Part 1 |
| ______ | 9. | Silent Consonants | 11 | 41 | 43 | 44 | 48 | Part 1 |
| ______ | 10. | Silent Vowels | 45 | 46 | 47 | 69 | 70 | Part 1 |
| ______ | 11. | Singular Nouns | 63 | 64 | 65 | 66 | 67 | Part 1 |
| ______ | 12. | Compound Words | 60 | 71 | 72 | 73 | 74 | Part 2 |
| ______ | 13. | Root Words | 62 | 63 | 64 | 65 | 66 | Part 2 |
| ______ | 14. | Prefixes | 55 | 56 | 57 | 58 | 59 | Part 2 |
| ______ | 15. | Suffixes | 49 | 50 | 51 | 53 | 54 | Part 2 |
| ______ | 16. | Contractions | 59 | 60 | 61 | 62 | 68 | Part 1 |
| ______ | 17. | Apostrophe – Possession | 9 | 12 | 15 | 34 | 35 | Part 2 |

## II. VOCABULARY

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| ______ | 1. | Dolch Word List | 71 | Part 1 | | | | |
| ______ | 2. | Match given words with definitions | 1 | 8 | 28 | 50 | 51 | Part 1 |
| ______ | 3. | Synonyms, Antonyms, Homonyms | 40 | 41 | 42 | 52 | 75 | Part 2 |

## III. LITERAL COMPREHENSION

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| ______ | 1. | Recall Specifics | 1 | 2 | 3 | 4 | 14 | Part 2 |
| ______ | 2. | Following Specific Directions | 14 | 25 | 29 | 30 | 39 | Part 1 |
| ______ | 3. | Sequence of Statements | 18 | 27 | 31 | 33 | 37 | Part 1 |

## IV. INTERPRETATIVE COMPREHENSION

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| ______ | 1. | Definitions of a word with multiple meanings | 49 | 55 | 56 | 57 | 58 | Part 1 |
| ______ | 2. | Topic Sentence | 32 | 34 | 35 | 36 | 33 | Part 1 |
| ______ | 3. | Main Idea | 5 | 6 | 31 | 32 | 38 | Part 2 |

## V. CRITICAL COMPREHENSION

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| ______ | 1. | Fact from Fiction | 6 | 7 | 9 | 10 | 24 | Part 1 |
| ______ | 2. | Fact from Opinion | 12 | 13 | 15 | 16 | 17 | Part 1 |

## VI. STUDY SKILLS

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| ______ | 1. | Table of Contents Pg. | 19 | 20 | 21 | 22 | 23 | Part 1 |
| ______ | 2. | ABC order 3rd letter | 2 | 3 | 4 | 5 | 26 | Part 1 |

# APPENDIX III

## Virginia Supplemental Skills Development

READING
Individual Summary
Results of Westinghouse Learning Corporation
Objective—Referenced Tests for ______________________________

| Basic Skill Areas | Specific Skills | Mastery | Non-Mastery |
|---|---|---|---|
| Word Analysis | 1. Initial Consonants | | |
| | 2. Final Consonants | | |
| | 3. Medial Consonants | | |
| | 4. Silent Consonants | | |
| | 5. Long Vowels | | |
| | 6. Short Vowels | | |
| | 7. Silent Vowels | | |
| | 8. Dipthongs | | |
| | 9. Blends | | |
| | 10. Digraphs | | |
| | 11. Singular Nouns | | |
| | 12. Compound Words | | |
| | 13. Root Words | | |
| | 14. Prefixes | | |
| | 15. Suffixes | | |
| | 16. Contractions | | |
| | 17. Possessives | | |
| Vocabulary | 18. Sight Vocabulary | | |
| | 19. Definitions | | |
| | 20. Synonyms, Antonyms, Homonyms | | |
| Literal Comprehension | 21. Recalling Specifics | | |
| | 22. Following Directions | | |
| | 23. Sequence | | |
| Interpretative Comprehension | 24. Multiple Meanings | | |
| | 25. Selecting Topic Sentences | | |
| | 26. Main Ideas | | |
| Critical Comprehension | 27. Distinguishing Fact from Fiction | | |
| | 28. Distinguishing Fact from Opinion | | |
| Study Skills | 29. Using Table of Contents | | |
| | 30. Alphabetical Order by 1st, 2nd & 3rd letters | | |

+ indicates Mastery
– indicates Non-Mastery

Refer to specific performance objective list.

# APPENDIX IV

## SUPPLEMENTAL SKILLS DEVELOPMENT PROGRAM
## READING MANAGEMENT SYSTEM

Teacher ______________________ School ______________________ Month ______________

Aide ______________________ Grade Level ______________________

| | | Dates | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Basic Skill Areas | Specific Skills | | | | | | | | | | | | | | | | | | | | | | Total Time in Hours |
| Word Analysis | 1. Initial Consonants | | | | | | | | | | | | | | | | | | | | | | |
| | 2. Final Consonants | | | | | | | | | | | | | | | | | | | | | | |
| | 3. Medial Consonants | | | | | | | | | | | | | | | | | | | | | | |
| | 4. Silent Consonants | | | | | | | | | | | | | | | | | | | | | | |
| | 5. Long Vowels | | | | | | | | | | | | | | | | | | | | | | |
| | 6. Short Vowels | | | | | | | | | | | | | | | | | | | | | | |
| | 7. Silent Vowels | | | | | | | | | | | | | | | | | | | | | | |
| | 8. Diphthongs | | | | | | | | | | | | | | | | | | | | | | |
| | 9. Blends | | | | | | | | | | | | | | | | | | | | | | |
| | 10. Digraphs | | | | | | | | | | | | | | | | | | | | | | |
| | 11. Singular Nouns | | | | | | | | | | | | | | | | | | | | | | |
| | 12. Compound Words | | | | | | | | | | | | | | | | | | | | | | |
| | 13. Root Words | | | | | | | | | | | | | | | | | | | | | | |
| | 14. Prefixes | | | | | | | | | | | | | | | | | | | | | | |
| | 15. Suffixes | | | | | | | | | | | | | | | | | | | | | | |
| | 16. Contractions | | | | | | | | | | | | | | | | | | | | | | |
| | 17. Possessives | | | | | | | | | | | | | | | | | | | | | | |
| Vocabulary | 1. Sight Vocabulary | | | | | | | | | | | | | | | | | | | | | | |
| | 2. Definitions | | | | | | | | | | | | | | | | | | | | | | |
| | 3. Synonyms | | | | | | | | | | | | | | | | | | | | | | |
| | 4. Antonyms | | | | | | | | | | | | | | | | | | | | | | |
| | 5. Homonyms | | | | | | | | | | | | | | | | | | | | | | |
| Literal Comprehension | 1. Recalling Specifics | | | | | | | | | | | | | | | | | | | | | | |
| | 2. Following Directions | | | | | | | | | | | | | | | | | | | | | | |
| | 3. Sequence | | | | | | | | | | | | | | | | | | | | | | |
| Interpretative Comprehension | 1. Multiple Meanings | | | | | | | | | | | | | | | | | | | | | | |
| | 2. Selecting Topic Sentences | | | | | | | | | | | | | | | | | | | | | | |
| | 3. Main Idea | | | | | | | | | | | | | | | | | | | | | | |
| Critical Comprehension | 1. Distinguishing fact from fiction | | | | | | | | | | | | | | | | | | | | | | |
| | 2. Distinguishing fact from opinion | | | | | | | | | | | | | | | | | | | | | | |
| Study Skills | 1. Using Table of Contents | | | | | | | | | | | | | | | | | | | | | | |
| | 2. Alphabetical Order by 1st., 2nd. and 3rd. letters | | | | | | | | | | | | | | | | | | | | | | |

# APPENDIX V

## READING OBJECTIVES FOR SSDP

| WLC | 19 | 20 | 04 | 31 | 06 | 02 | 21 | 01 | 22 | 05 | 17 | 23 | 08 | 24 | 25 | 09 | 18 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| STATE OBJECTIVES<br>I. WORD ANALYSIS | A. initial consonants | B. final consonants | C. long vowel | D. short vowel | E. diphthongs | F. consonant blends | G. consonant digraphs | G. medial consonants | I. silent consonants | J. silent vowels | K. singular nouns | L. compound word | M. roots | N. prefix | O. suffix | P. contractions | Q. possessives |
| NAMES | | | | | | | | | | | | | | | | | |
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## READING OBJECTIVES FOR SSDP

| WLC | 26 | 27 | 28 | 11 | 29 | 12 | 07 | 15 | 10 | 13 | 14 | 16 | 30 | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | A. | B. | C. | A. | B. | C. | A. | B. | C. | A. | B. | A. | B. | | | | |
| STATE OBJECTIVES<br>NAMES | II. VOCABULARY<br>Dolch Sight Words | definitions | synonyms antonyms homonyms | III. LITERAL COMP.<br>recall specifics | specific directions | sequence | IV. INTERPRETATIVE COMP.<br>definitions in a sentence | topic sentence | main idea | V. CRITICAL COMP.<br>fact from fiction | fact from opinion | VI. STUDY SKILLS<br>table of contents | alphabetical order | | | | |
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# APPENDIX VI

## Skills Development Program
## Time Sheet

Aide ______________________ Week of ____________ to ______________

| Student | Monday | Tuesday | Wednesday | Thursday | Friday |
|---|---|---|---|---|---|
| Ashby, Wesley | | | | | |
| Ashley, Michael | | | | | |
| Brill, Dwayne | | | | | |
| Butts, Deanna | | | | | |
| Clay, Johnetta | | | | | |
| Combs, Barbara | | | | | |
| Crim, Marc | | | | | |
| Cunningham, Stacy | | | | | |
| Dixon, Tony | | | | | |
| Dodson, Kelly | | | | | |
| Dunlap, Donald | | | | | |
| Getts, Dwight | | | | | |
| Haines, Karen | | | | | |
| Hudson, Sara | | | | | |
| Jones, Valenta | | | | | |
| Kerns, Russell | | | | | |
| Kline, Karl | | | | | |
| Lewis, Joseph | | | | | |
| Lloyd, Shelia | | | | | |
| Miller, Donna | | | | | |
| Orndorff, Ralph | | | | | |
| Orto, Darlene | | | | | |
| Owens, Paul | | | | | |
| Plotner, Joy | | | | | |
| Sfaxnes, Steve | | | | | |
| Smallwood, Katherine | | | | | |
| Vincent, Jacqueline | | | | | |
| Total | | | | | |

Record time to nearest 15 minute period. Record nothing less than 15 minutes. When teacher substitutes for aide while aide works with non-program students, teacher must initial beside time recorded.

# APPENDIX VII

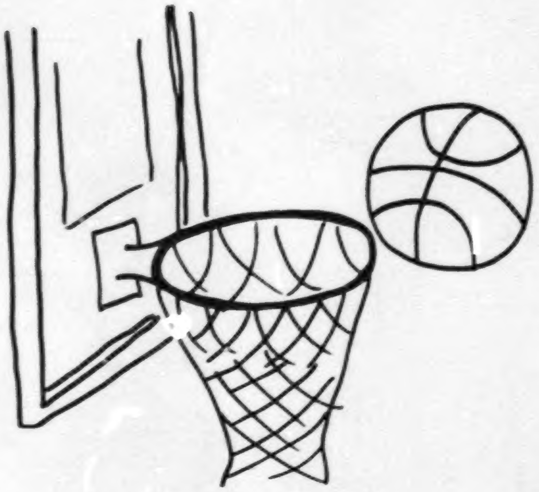
Individualized Schedule

Contract Plan—Weekly

Date of Contract ______________________

# WHO-O-O'S SMART?

| Objectives: What I Need | Where I'll Get Help | I'm Wiser | Score |
|---|---|---|---|
| | | | |
| | Go for conference and new contract | Award | Total Score |



# APPENDIX VIII

## CONTRACT
## "MAKE READING YOUR GOAL"

NAME OF STUDENTS ______________________________

TERM OF CONTRACT:

| | | |
|---|---|---|
| TEACHER | FROM | TO |
| TOPIC | SUB-TOPIC | |

BEHAVORIAL OBJECTIVE:

| DATE ASSIGNED | RESOURCES | DATE COMPLETED | APPROVED | % |
|---|---|---|---|---|
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